

**ESSENTIAL ENGLISH COMMUNICATION
FOR POLYTECHNICS**

25EG01I

For use in Polytechnics of Karnataka

Prescribed by

Department of Technical Education, Government of Karnataka

for

I/II Sem Engineering and Non Engineering Programmes

Except for CP Program

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2. <https://www.dnaindia.com> : **THIS BARBER HAS A BIGGER CAR COLLECTION THAN MUKESH AMBANI, GAUTAM ADANI COMBINED**
3. <https://in.linkedin.com/in/vikasgoenka> : **MAHENDRA SINGH DHONI: 5 INSPIRING LESSONS FOR LIFE AND SUCCESS**
4. Ooru Keri – Dr. Siddalingaiah, Ankitha Pustaka : **OORU KERI – AN EXCERPT**
5. <https://www.thebetterindia.com> : **ABUSED & CLOSE TO SUICIDE, DANCE SAVED PADMA SHRI AWARDEE MANJAMMA JOGATI’S LIFE - Himanshu Nitnaware**
6. <https://www.poetryfoundation.org> : **THE SECRET OF MACHINES**
7. <https://www.poetryfoundation.org> : **THE MAN HE KILLED**
8. <http://www.krisgn.blogspot.com> : **THE UNHOUSED CONSCIOUSNESS**
9. <https://www.searchinform.com> : **CYBERCRIMES**
10. <https://www.wcd.nic.in/> : **KEY PRINCIPLES OF POCSO ACT 2012**
11. <https://www.hir.harvard.edu> : **CLIMATE CHANGE – A CONVERSATION**
12. <https://www.fablingverse.com> : **THE BUSHMEN**
13. <https://www.fablingverse.com> : **WHY LION IS ONLY KING OF THE FOREST**
14. <https://www.annefrank.org> : **THE DIARY OF A YOUNG GIRL**
15. Swamy And Friends – R K Narayan, Indian Thought Publications : **SWAMY’S DAY OUT**
16. <https://www.dictionary.com/>

Preface:

In an increasingly interconnected world, the ability to communicate effectively in English has become a fundamental and irreplaceable life skill. English, as a global lingua franca, bridges diverse cultures, professions, and industries, making it essential for academic success, career growth, and meaningful social interactions. This textbook, *Essential English Communication*, has been designed to equip learners with practical tools to develop confident, clear, and effective communication skills. Rooted in real-life scenarios, the content focuses on improving listening, speaking, reading, and writing abilities, while emphasizing the importance of context, tone, purpose and presentation skills.

The book is structured in a progressive manner, ensuring that foundational concepts are mastered before advancing to more complex topics and tools. Each chapter provides engaging activities, relatable examples, and targeted exercises to help learners build competence and fluency step by step. Additionally, special sections address common challenges faced by non-native speakers and offer strategies to overcome them. This textbook is intended to serve as a practical guide to navigate English with confidence and ease. By focusing on both language and communication strategies, this book aims not only to improve linguistic ability but also to foster meaningful connections in today's diverse global environment.

The content of the book is distinct because of its emphasis on supplementary reading in addition to the main texts. Whereas the learning outcomes of the latter will be assessed directly in the exams, the former will serve as the basis for classroom discussions and activities and shall be used for portfolio evaluation. The articles, essays and poems used herein have been collated from various sources, both online and offline. Consequently, all intellectual and marketing rights pertaining to them remain with the original owners: neither the compilers of this book nor the board that prescribes this as part of the curriculum lay claim to them, either now or in the future. As such, no part of this textbook may be edited without permission or printed for commercial circulation/sale. Violations will be treated as breach of trust and hence liable for prosecution.

It is our earnest hope that *Essential English Communication* will empower readers to express themselves effectively and achieve their personal and professional goals.

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"The only way to do great work is to love what you do." – Steve Jobs

We read the stories of great personalities to seek Inspiration. Often, we see only the success part of the successful person. We forget to consider the great hardships they have gone through. It takes a lot of effort, unwavering determination, commitment, consistency, resilience and strong will to succeed. Take a moment to think about who inspired you to acquire the goal you have set for yourself.

THE INSPIRATIONAL STORY OF ELON MUSK

Elon Musk is a South African-born entrepreneur, inventor, and business magnate. He is best known as the CEO and co-founder of SpaceX, a private space exploration company, and Tesla, Inc., an electric vehicle and clean energy company. He is also known for his ambitious plans to colonize Mars and his numerous other ventures, including Neuralink, Starlink and The Boring Company.

Musk was born on June 28, 1971, in Pretoria, South Africa. He attended the University of Pretoria and later transferred to the University of Pennsylvania, United States, where he earned a bachelor's degree in economics. He then went on to study physics at Stanford University but dropped out after two days to pursue his entrepreneurial dreams. Musk's career began in 1995 when he co-founded Zip2, a company that provided online city guides to newspapers. In 1999, Compaq acquired Zip2 for \$307 million: Musk received \$22 million from the sale. He then used his share of the money to found X.com, an online payment company that later became PayPal. In 2002, eBay acquired PayPal for \$1.5 billion, and Musk received \$165 million from the sale. He used some of the money to found SpaceX, a private space exploration company, and also invested in Tesla, Inc., an electric vehicle and clean energy company.

Musk is known for his bold, ambitious plans and has a reputation for being a visionary entrepreneur. He has also been involved in several high-profile controversies, including his acquisition of Twitter and his public feuds with various individuals and organizations. Musk is also known for his philanthropic efforts, and he has donated millions of dollars to various charitable causes, including environmental conservation and scientific research.

ACHIEVEMENTS

Elon Musk has achieved a great deal in his career, and he has made significant contributions to the fields of space exploration, electric vehicles, and renewable energy. Here are some of his notable achievements:

Founding SpaceX:

Musk founded SpaceX in 2002 with the goal of reducing space transportation costs and enabling the colonization of Mars. SpaceX has since become a leading private space exploration company, and it has achieved a number of firsts, including launching the first privately funded liquid-fueled rocket to reach orbit and sending the first commercial spacecraft to the International Space Station.

Founding Tesla:

Musk founded Tesla in 2003 with the goal of producing affordable electric cars that are also environmentally friendly. Tesla has since become a leading manufacturer of electric vehicles, and it has revolutionized the automotive industry with its innovative designs and advanced technology.

Acquiring SolarCity:

Musk also founded SolarCity, a company that provides solar energy services, in 2006. In 2016, Tesla acquired SolarCity, which allowed Tesla to expand its clean energy offerings and further its mission of reducing reliance on fossil fuels.

Developing the Hyperloop:

Musk first proposed the idea of the Hyperloop, a high-speed transportation system that uses vacuum-sealed tubes to travel at speeds of up to 700 miles per hour, in 2013. While the Hyperloop is still in the development stage, it has the potential to revolutionize transportation and reduce travel times between major cities.

Acquiring Neuralink:

Musk founded Neuralink in 2016 with the goal of developing brain-computer interfaces that could enable people to communicate with machines and each other more effectively. Neuralink is still in the early stages of development, but it has the potential to transform the field of neuroscience and have far-reaching implications for fields such as medicine and artificial intelligence.

STRUGGLES FACED BY ELON MUSK

While Elon Musk has achieved great success in his career, he has also faced a number of challenges and struggles along the way. Here are some of the struggles that Musk has faced:

Financial struggles: Early in his career, Musk struggled to secure funding for his companies. He had to rely on personal savings and loans from friends and family to keep his businesses afloat.

Personal struggles: Musk has also struggled with personal issues, including a difficult childhood and a history of smoking marijuana. In 2018, he revealed that he had been diagnosed with ADHD and was taking Adderall to help him focus.

Health struggles: In 2019, Musk had to undergo emergency surgery to relieve pressure on his brain after he was injured in a tunnel-boring machine accident.

Public criticism: Musk has faced public criticism for his controversial statements and actions, including his acquisition of Twitter and his handling of the COVID-19 pandemic.

Legal challenges: Musk has also faced legal challenges, including a lawsuit filed by the Securities and Exchange Commission (SEC) over his tweets about taking Tesla private.

Despite these struggles, Musk has remained resilient and determined to achieve his goals. He has shown a willingness to take risks and to push the boundaries of what is possible, and his accomplishments have earned him a reputation as a visionary and innovator.

TWITTER/X

Elon Musk has been heavily involved in Twitter since he acquired the company in October 2022. Musk has made several changes to the platform since taking over, including laying off a significant portion of the workforce, implementing a new content moderation policy and renaming it as X. Some have praised Musk for his efforts to make Twitter a more open and transparent platform, while others have criticized him for his handling of the company and his controversial tweets. Musk has used Twitter to share his thoughts and ideas with a wide audience, and he has used the platform to promote his businesses and engage with his followers. He has also used Twitter to respond to criticism and to defend himself against accusations. Overall, Musk's involvement with Twitter has been highly controversial, and it has raised questions about the role of social media in society and the responsibilities of platform owners.

Glossary:

Entrepreneur - A person who starts, organizes and manages a business, usually with considerable initiative and risk.

Colonize - Take control of a territory

Visionary - A person who is given to imaginative and far reaching ideas or schemes; a dreamer.

Acquisition - Process of taking ownership of something

Philanthropic - Related to human welfare and advancement, usually involving donations of

money, property, or work to needy persons

Answer the following questions in about 200 words:

1. Justify the statement: "Elon Musk is a risk taker".
2. Explain in brief the struggles faced by Elon Musk during his career.
3. List any five of Elon Musk's achievements. Provide details about any one of them.
4. What differentiates Elon Musk from other global entrepreneurs?
5. With the help of your teacher, document how SpaceX, Tesla and Hyperloop have revolutionised human life in the 21st century.
6. Using the information available in the text, write a character sketch of Elon Musk.
7. Use the internet to find out more information about Tesla Cybertruck/The Boring Company/Tesla Superchargers/Tesla AutoPilot/NeuraLink. Write a short essay about the chosen topic.
8. Elon Musk is among the richest individuals on earth. In the United States, he started from the scratch and made it to the top due to his sheer grit, resolve and smart work. Think of a similar example from India and record your learnings in a short note.

Perform the following activities in the Language Laboratory:

1. Use of Microsoft Word/Google Docs/similar open source word processing tools for documentation, composition and creation of Profiles and Resume
2. Use of Microsoft Powerpoint/Google Slides/similar open source presentation tools for interacting with a wide audience
3. Use of internet to access various news portals and e-papers and magazines available for free access
4. Use of word processing tools for background word on individual social media profiles and creation of real time profiles using LinkedIn, Facebook, Reddit etc
5. Use of tools like WordUp, Memrise, Quizlet, Visuwords, Anki etc for introducing students to the fun of learning new words/developing vocabulary

Composition:

Improving writing skills in composition involves mastering various elements that contribute to clear, coherent, and engaging writing.

Practical Tips for Improving Writing Skills

1. **Read Regularly:** Reading a variety of materials (books, articles, essays) can expose you to different writing styles and improve your understanding of language and structure.
2. **Write Daily:** Practice writing every day, even if it's just a journal entry or a short paragraph. Consistent practice helps build and refine your skills.
3. **Outline Before Writing:** Create an outline before you start writing to organize your thoughts and ensure a logical flow of ideas.
4. **Use Writing Prompts:** Utilize writing prompts to stimulate creativity and practice different types of writing.
5. **Study Grammar and Style Guides:** Refer to grammar books and style guides to understand the rules and conventions of writing.

Here are some practice exercises and sample questions to help improve your composition skills. These exercises cover various types of writing, including narrative compositions.

Narrative Writing

Write a short story about a memorable event in your life. Focus on creating a clear beginning, middle, and end, and develop the characters and setting.

Sample Question: Write about a time when you faced a challenge and how you overcame it.

Last summer, I decided to hike up Mount Eagle, a towering peak known for its breathtaking views and challenging trails. Equipped with my backpack and a determination to reach the summit, I set off

3. **Critical Thinking:** Engaging with diverse viewpoints in newspapers encourages critical thinking and analytical skills. Readers learn to evaluate information, discern bias, and form their own opinions.
4. **Cultural Awareness:** Newspapers often cover cultural events, trends, and traditions, promoting cultural awareness and understanding among readers.
5. **Academic Research:** Newspapers serve as valuable resources for academic research, providing historical records, primary sources, and insights into past events and societal attitudes.
6. **Entertainment:** Beyond news, newspapers offer entertainment sections featuring reviews, interviews, puzzles, comics, and horoscopes, catering to varied interests.
7. **Community Engagement:** Local newspapers connect readers with their communities, highlighting local events, businesses, and issues, fostering civic engagement and a sense of belonging.
8. **Business Insights:** Business sections in newspapers offer insights into market trends, company updates, financial news, and investment opportunities, valuable for professionals and investors.
9. **Promotes Reading Habit:** Regular newspaper reading promotes a habit of reading, which is beneficial for cognitive function, stress reduction, and lifelong learning.
10. **Environmental Awareness:** Some newspapers emphasize environmental issues, raising awareness about conservation, sustainability, and climate change, inspiring readers to take action.

In a nutshell, newspaper reading serves as a versatile tool for education, information, entertainment, and community engagement, contributing to personal growth and societal well-being. Newspaper reading can be highly beneficial for Diploma students in several ways:

1. **Current Affairs and General Knowledge:** Newspapers provide valuable information on current affairs, which is crucial for diploma students to stay updated with the latest developments in their field of study, as well as general knowledge that can be useful in academic and professional contexts.
2. **Research and Assignments:** Newspapers serve as excellent sources of information for research projects, assignments, and case studies. They offer real-life examples, data, and perspectives that can enrich students' academic work.
3. **Language Development:** Reading newspapers helps improve language skills, including vocabulary, grammar, and comprehension. This is particularly important for diploma students who need to communicate effectively in written assignments, reports, and presentations.
4. **Critical Thinking and Analysis:** Engaging with different articles and opinions in newspapers fosters critical thinking skills. Diploma students can learn to evaluate information, identify biases, and analyse complex issues, which are essential for academic success and professional development.
5. **Career Preparation:** Newspapers cover a wide range of topics, including job opportunities, industry trends, and career advice. Diploma students can use this information to explore career options, understand job market dynamics, and develop skills that are in demand in their chosen field.
6. **Industry Insights:** Newspapers often feature articles related to various industries, technologies, and innovations. Diploma students can gain valuable insights into their specific field of study, including emerging trends, best practices, and challenges facing the industry.
7. **Networking and Professional Development:** Some newspapers publish profiles of successful professionals, interviews, and networking events. Diploma students can learn from the experiences of others, expand their professional network, and gain insights into career paths and opportunities.
8. **Civic Engagement and Social Awareness:** Newspapers cover not only academic and professional topics but also social issues, politics, and community events. Diploma students can develop a broader

understanding of society, engage with important social issues, and become informed citizens.

By incorporating newspaper reading into their routine, diploma students can enhance their academic performance, language skills, critical thinking abilities, and overall knowledge, preparing them for success both academically and professionally.

ACTIVITIES:

1. Arrange in sequence. Cut up some popular comic strips, provide each student with one complete strip, and ask students to put the comics back in the correct order. Or arrange students into groups, provide each group with several cut-up strips from the same comic, and ask them to separate the panels into strips and arrange the strips in the correct order. Then introduce students to a series of stories about an ongoing news event, and ask them to arrange the stories in the order in which they appeared. Encourage them to use the stories to create a news timeline.

2. Expand your vocabulary. Assign each student a letter of the alphabet. Ask students to browse through the newspaper, find five unfamiliar words beginning with the assigned letter, and look up the definition of each. Then have each student create and illustrate a dictionary page containing the five words and their meanings. Combine the pages into a classroom dictionary. In a variation of this activity, you might ask students to look in the newspaper for any of the following:

- words with a particular suffix or prefix
- words containing a particular vowel sound or consonant blend
- compound words
- words in the past, present, and future tenses
- possessives
- plurals

3. Explore geography. Ask each student to search the newspaper for stories that illustrate each of the five themes of geography -- location, place, human interaction and the environment, movement and communication, and regions. Display the stories on a classroom bulletin board labeled with the five geography themes.

4. Play a current events game. Make a list of five categories that might be created using the newspaper, such as Countries, Weather Events, Mathematical Symbols, Movies, and Technology Terms. Ask students to search the newspaper for information related to each category and to write a question based on the information they find. (Remind students to make a note of the answers to their questions.) Arrange students into teams, and use the question-and-answer combinations to play a Jeopardy type of current events game.

Individual Profile Creation and Resume Preparation using MS Word:

RESUME:

A resume is a formal document that summarizes an individual's work experience, education, skills, achievements, and qualifications. It is typically used when applying for job opportunities, internships, scholarships, or other professional opportunities.

Key components of a resume include:

1. Contact Information: Name, address, phone number, and email address.
2. Objective or Summary: A brief statement outlining the individual's career goals, objectives, or professional summary. This section may include keywords or phrases relevant to the desired position or industry.
3. Work Experience: A detailed list of the individual's previous employment history, including job titles, company names, dates of employment, and descriptions of job responsibilities and achievements.
4. Education: Information about the individual's educational background, including

degrees earned, institutions attended, graduation dates, and academic achievements or honours.

5. **Skills:** A list of the individual's relevant skills and competencies, including technical skills, soft skills, and any specialized knowledge or certifications.
6. **Achievements:** Notable accomplishments or awards the individual has received in their professional or academic career.
7. **Additional Sections:** Optional sections that may be included depending on the individual's experience and qualifications, such as certifications, languages spoken, volunteer work, professional affiliations, publications, or interests/hobbies.

Resumes are typically tailored to a specific job or industry and are designed to highlight the candidate's qualifications and experiences relevant to the position they are applying for. They should be well-organized, easy to read, and free of errors or inconsistencies. Resumes play a crucial role in the job application process, as they provide employers with a snapshot of the candidate's background and qualifications, helping them determine whether the candidate is a good fit for the position. Here is a sample:



ARJUN PATEL

- 📍 123 Shanti Nagar , Mumbai , Maharashtra 400069
- 📞 +91-9876543210
- ✉️ ravi.singh@example.com

PROFESSIONAL SUMMARY

A highly motivated and results-oriented engineering graduate seeking a challenging position in a reputed engineering firm to utilise my technical skills, creativity, and dedication to contribute to the growth of the organization.

TECHNICAL SKILLS

- **Programming Languages:** C, C++, Python, MATLAB
- **Software:** AutoCAD, SolidWorks, ANSYS, MS Office
- **Tools & Technologies:** CNC Machines, 3D Printing, Finite Element Analysis (FEA)
- **Operating Systems:** Windows, Linux

EDUCATION

St. Xavier's High School , Mumbai , 06/2012 - 03/2014
Secondary School Certificate (SSC)
• Percentage: 95%

St. Xavier's Higher Secondary School , Mumbai , 06/2014 - 03/2016
Higher Secondary Certificate (HSC)
• Percentage: 92%

Indian Institute of Technology (IIT) , Madras , 07/2016 - 05/2020
Bachelor of Technology : Mechanical Engineering
• CGPA: 8.6/10

WORK HISTORY

ENGINEERING INTERN , 05/2019 - 07/2019
Bharat Heavy Electricals Limited (BHEL) , New Delhi
• Assisted in the design and analysis of thermal power plant components.
• Conducted stress analysis and simulation tests using ANSYS.
• Supported senior engineers in project planning and execution.
• Documented project progress and provided regular updates to supervisors.

JUNIOR MECHANICAL ENGINEER , 06/2020 - Current
Larsen & Toubro , Mumbai
• Designed and implemented new mechanical systems that increased efficiency by 15%.
• Conducted failure analysis and troubleshooting of mechanical components.
• Collaborated with a team of engineers to develop innovative solutions for complex engineering problems.

DIFFERENCE BETWEEN PROFILE AND RESUME:

The main difference between a profile and a resume lies in their purpose, format, and level of detail:

1. Purpose:

Profile: A profile is a summary or description of an individual's background, skills, qualifications, and achievements. It provides a snapshot of who they are, both professionally and personally, and is often used in various contexts such as social media, professional networking, personal branding, and online portfolios.

Resume: A resume is a formal document that outlines an individual's work experience, education, skills, and accomplishments. It is primarily used for job applications and is tailored to a specific position or industry, highlighting the candidate's qualifications and suitability for the role.

2. Format:

Profile: Profiles are typically less structured and more flexible in format. They can vary in length and style, ranging from a few sentences to a detailed summary with bullet points. Profiles are often presented in a narrative or conversational tone and may include elements such as a bio, summary, or personal statement.

Resume: Resumes follow a standardized format with specific sections and headings, such as contact information, objective or summary, work experience, education, skills, and additional sections like certifications or awards. Resumes are typically structured chronologically or functionally to highlight the candidate's qualifications and achievements in a clear and concise manner.

3. Level of Detail:

Profile: Profiles provide a high-level overview of an individual's background, skills, and interests. They focus on presenting the individual's identity, values, and aspirations, rather than providing detailed information about their work history or academic achievements.

Resume: Resumes provide detailed information about an individual's work experience, education, skills, and accomplishments. They include specific details such as job titles, dates of employment, job responsibilities, achievements, and relevant projects or accomplishments. Resumes are designed to showcase the candidate's qualifications and experiences relevant to a specific job or industry.

In summary, while both profiles and resumes serve to highlight an individual's qualifications and accomplishments, they differ in their purpose, format, and level of detail. Profiles offer a more general overview of an individual's background and identity, whereas resumes provide a detailed summary of their professional experience and qualifications tailored to a specific job or industry.

PROFILE:

A profile typically refers to a representation of an individual, organization, entity, or object, providing information about them in a structured format. Profiles are commonly used in various contexts, including social media platforms, professional networking sites, online forums, databases, and user accounts.

PROFESSIONAL PROFILE: A professional profile is a summary or description of an individual's professional background, skills, qualifications, and achievements. It is typically used in professional contexts such as resumes, LinkedIn profiles, job applications, business networking, and personal branding.

Key components of a professional profile often include:

1. Name: The individual's full name or preferred professional name.
2. Headline/Title: A concise title or headline that summarizes the individual's primary area of expertise, job title, or career focus.
3. Introduction/Summary: A brief overview or summary of the individual's professional background, highlighting key qualifications, skills, and career objectives. This section may include keywords or phrases relevant to the individual's industry or field.

4. **Contact Information:** How others can reach the individual professionally, including email address, phone number, LinkedIn profile URL, and professional website.
5. **Education:** Details about the individual's educational background, including degrees earned, institutions attended, and any relevant academic achievements or certifications.
6. **Professional Experience:** Information about the individual's work experience, including previous jobs, roles, responsibilities, and achievements. This may include bullet points highlighting key accomplishments or contributions in each role.
7. **Skills and Competencies:** A list of the individual's skills, competencies, and areas of expertise relevant to their profession or industry. This may include technical skills, soft skills, and any specialized knowledge or certifications.
8. **Achievements and Awards:** Notable accomplishments or awards the individual has received in their professional career, such as recognitions, certifications, publications, or significant projects completed.
9. **Professional Associations:** Memberships in professional organizations, industry associations, or networking groups relevant to the individual's field.
10. **References or Testimonials:** Quotes or testimonials from colleagues, clients, or supervisors that validate the individual's skills, character, or work ethic.

Overall, a professional profile serves as a comprehensive summary of an individual's professional qualifications, experiences, and achievements, allowing potential employers, clients, or colleagues to assess their suitability for a particular role or opportunity. It is an essential tool for personal branding, networking, and career advancement in today's competitive job market.

SAMPLE:

Name: Priya Sharma

Professional Title: Aspiring Mechanical Engineer

Contact Information:

- ❖ Email: priyasharma@email.com
- ❖ LinkedIn: [LinkedIn Profile URL]
- ❖ Phone: (123) 456-7890

Objective: Motivated and resourceful Diploma in Mechanical Engineering student with a passion for problem-solving and innovation. Seeking internship opportunities in mechanical design and manufacturing to apply theoretical knowledge in a practical setting and contribute to the development of innovative engineering solutions.

Education:

- ❖ Diploma in Mechanical Engineering, XYZ Institute of Technology, [Year of Graduation]
- ❖ High School Diploma, ABC School, [Year of Graduation]

Technical Skills:

- ❖ Proficient in AutoCAD, SolidWorks, and MATLAB
- ❖ Knowledgeable in CNC machining processes and equipment
- ❖ Familiar with engineering principles and design concepts
- ❖ Strong analytical and problem-solving abilities
- ❖ Excellent communication and teamwork skills

Projects:

1. **Design and Fabrication of a Miniature Wind Turbine:** Led a team to design and build a small-scale wind turbine prototype, demonstrating knowledge of fluid dynamics and renewable energy principles.
2. **Development of a Solar-Powered Water Heater Prototype:** Collaborated with peers to design and test a solar-powered water heating system, showcasing skills in thermodynamics and heat transfer.
3. **Automation of a Conveyor System using PLC:** Implemented a programmable logic

controller (PLC) to automate a conveyor system, demonstrating proficiency in control systems and industrial automation.

Work Experience:

- ❖ Mechanical Engineering Intern, ABC Engineering Solutions, [Dates]: Assisted senior engineers in designing mechanical components and conducting performance tests, gaining hands-on experience in engineering design and analysis.
- ❖ Technical Support Intern, XYZ Manufacturing Company, [Dates]: Provided technical support to production teams, troubleshooting equipment issues and optimizing manufacturing processes to improve efficiency and quality.

Achievements:

- ❖ Dean's List, XYZ Institute of Technology, [Year]
- ❖ Winner, Engineering Design Competition, [Year]: Designed and presented an innovative engineering solution, earning recognition for creativity and technical excellence.

Professional Associations:

- ❖ Student Member, Society of Mechanical Engineers (SME)
- ❖ Member, Institute of Mechanical Engineers (IME)

In this example, Priya Sharma's professional profile highlights her education, technical skills, projects, work experience, achievements, and professional associations. It showcases her qualifications and aspirations as a diploma student in mechanical engineering, demonstrating her readiness to contribute to the field. This sample profile can be adapted and customized by diploma students to suit their own backgrounds and career objectives.

Building social media profile such as LinkedIn, Facebook, X, Instagram:

A social media profile is a personal or professional page created on a social media platform, where users can share information about themselves, connect with others, and engage in various activities like posting updates, sharing media, and participating in discussions. Each profile typically includes personal information, such as a bio, profile picture, work and education history, interests, and contact details.

Creating a LinkedIn profile involves several steps to ensure it effectively showcases your professional identity. Here's a detailed guide on how to create a compelling LinkedIn profile:

Example of a LinkedIn Profile:

PHOTO

Headline: *“Software Engineer | Full-Stack Developer | Passionate about Building Scalable Web Applications”*

Summary:
I am a dedicated software engineer with over 5 years of experience in developing robust web applications. Skilled in both front-end and back-end technologies, I specialize in creating scalable solutions that drive business growth. Currently, I am focused on enhancing user experience through innovative design and seamless functionality. My goal is to leverage my technical expertise to contribute to cutting-edge projects and collaborate with dynamic teams.

Experience:

Senior Software Engineer at Tech Solutions Inc.

❖ *January 2021 – Present*

❖ Led a team of 5 developers in creating a scalable e-commerce platform that increased client sales by 30%.

❖ Implemented RESTful APIs and integrated third-party services to enhance system functionality.

❖ Conducted code reviews and optimized application performance.

❖ Software Developer at Web Innovators LLC

❖ *June 2017 – December 2020*

❖ Developed responsive web applications using React, Node.js, and MongoDB.

❖ Collaborated with cross-functional teams to deliver projects on time and within budget.

❖ Improved website load time by 40% through efficient coding practices.

Education:

Bachelor of Science in Computer Science, University of Tech: 2013 – 2017

Relevant Coursework: Data Structures, Algorithms, Web Development

Skills: JavaScript, React.js, Node.js, MongoDB, RESTful APIs, Agile Methodologies

Recommendations:

"John is an exceptional software engineer who consistently delivers high-quality work. His ability to solve complex problems and lead his team is truly commendable." – Jane Smith, Manager at Tech Solutions Inc.

SUPPLEMENTARY READING:

Below are two narratives about individuals who became successful by the dint of their talent and hard work. Read them and discuss their stories with your classmates. What lessons do these individuals' life leave for us?

(A)

MAHENDRA SINGH DHONI: 5 INSPIRING LESSONS FOR LIFE AND SUCCESS

Often referred to as "Captain Cool," Mahendra Singh Dhoni is one of the most well-known cricket players in the world. It is quite remarkable how far he has come from being a young child from a rural town to becoming the captain of the Indian cricket team. Beyond his skill in the game of cricket, Dhoni's life and career provide insightful teachings that transcend the confines of the cricket pitch. This blog will examine five motivating lessons we may take away from the legendary MS Dhoni. One must learn these lessons in order to succeed in his career & life.

- **Vikas Goenka**

Leadership & Composure: Dhoni's superb leadership and poise, both on and off the pitch, are among his most impressive traits. Dhoni's effectiveness as a captain has been greatly aided by his capacity to maintain composure under duress. Dhoni frequently demonstrated wise decision-making under extreme pressure, whether it was when leading the Indian side to victory in the 2007 ICC Cricket World Cup or the World T20 championship in T20 in 2007. Dhoni teaches us the value of maintaining composure and making wise decisions even in the face of difficulty.

Determination & Hard-work: Dhoni's path serves as evidence of his unrelenting resolve and exceptional work ethic. Being from a tiny town in Jharkhand, he encountered several obstacles along the way to success. But he was steadfast in his pursuit of his goals. Dhoni's commitment to his trade, tough training regimens, and never-ending progress were important in his development into a

world-class cricket player. His experience demonstrates the value of tenacity, toil, and the readiness to go above and beyond to accomplish our objectives.

Self-belief & Confidence: Dhoni effortlessly emits two qualities: Confidence and self-belief. Even in trying times, he always believed in himself and his skills. Dhoni's confidence enabled him to take chances and make unorthodox choices that frequently had remarkable results. When it came to making risky field placements or moving up the batting order in the World Cup final, Dhoni's faith in his judgement was a key factor in his success. He taught us that developing self-belief is essential for conquering obstacles.

Adaptability and Flexibility: Dhoni is renowned for his adaptability and versatility. He displayed impressive adaptability as he switched between various game roles and structures with ease. He began as a daring batsman and developed into a responsible leader, a superb wicketkeeper, and a master finisher. The ability of Dhoni to modify his performance to fit various roles and circumstances is a crucial life lesson. It teaches us the value of accepting change, being receptive to new experiences, and changing our strategy to fit changing conditions.

Humility & Sportsmanship: Dhoni has always maintained his modesty and sense of reality despite experiencing great success and stardom. He embodies the fundamental meaning of sportsmanship, acting with dignity and respect in both winning and losing situations. In his dealings with teammates, rivals, and fans, Dhoni exhibits humility. He frequently gave credit to his staff for his successes and never sought out the spotlight for himself. Dhoni's humility teaches us the virtue of remaining grounded, showing respect to others, and upholding sportsmanship principles in all facets of life.

A wealth of lessons may be learned from Mahendra Singh Dhoni's life and career that go far beyond cricket. His leadership, restraint, tenacity, resolve, self-belief, adaptability, and humility serve as pillars for success in all spheres of endeavour. We may learn from Dhoni's experiences and recognise the value of remaining cool under pressure, overcoming obstacles, believing in oneself, accepting change, and treating others with respect.

(B)

THIS BARBER HAS A BIGGER CAR COLLECTION THAN MUKESH AMBANI, GAUTAM ADANI COMBINED

While many businessmen like Mukesh Ambani, Gautam Adani and Ratan Tata are major car enthusiasts, their car collection doesn't hold a candle to the hoard of luxury vehicles owned by Ramesh Babu, a second generation barber turned entrepreneur. A barber and small salon owned by profession, Ramesh Babu's fate took a dark turn when his father passed away, leaving him in a deep financial crisis. Babu, who was doing odd jobs like selling newspapers, soon opened his own business – Ramesh Tours and Travels.

Ramesh Babu's first car was a Maruti Omni, which he used in his simple transport business. Soon his business grew and he began his purchase of high-end and luxury car, with the first in his long list being a Mercedes E Class sedan, which has a price range starting from Rs 75 lakhs. His travel company started to grow and so did his luxury car collection. He owns over 400 cars as of 2023, and runs Ramesh Tours and Travels as well as his hair salon, having a net worth of hundreds of crores. Babu is estimated to own over 400 cars, making his the biggest car collection in India, with more cars than billionaires Mukesh Ambani and Gautam Adani combined. It is reported that Mukesh Ambani has around 168 cars, while Gautam Adani owns 10 ultra-luxury cars. Some of the cars in Billionaire Barber Ramesh Babu's collection are Rolls Royce, BMWs, Jaguars and Bentley luxury sedans. Ramesh Babu's car rental company has over 300 employees and many high-profile clients such as Aishwarya Rai, Amitabh Bachchan, Aamir Khan and Sachin Tendulkar.

Ramesh Babu also bought a Rolls Royce Ghost car worth Rs 3 crore in the past, as well as Mercedes Maybach S600, which is worth over Rs 2.6 crore.



An excerpt from OORU KERI

- Dr. Siddalingayya

"Ooru Keri," written by Siddalingiah, is a poignant and powerful work that delves deep into the socio-cultural and political landscape of India. Siddalingiah, a prominent figure in Kannada literature and a key voice in the Dalit literary movement, uses this work to narrate his experiences and observations of life in a Dalit settlement, shedding light on the harsh realities faced by marginalized communities. Siddalingiah was a major Kannada poet and one of the founders of the Dalit Sangharsha Samiti. He has served twice as a member of the Karnataka Legislative Council. A professor at Bangalore University, he was also chairman of the Kannada Development Authority. The following is an excerpt from his autobiography OORU KERI. The write up is a light hearted take on the blind beliefs that have driven our societal functions for ages.

Grandfather had a sizable herd of cows and the bullock we had brought along from Magadi joined them. I was particularly fond of one bullock; I was by its side all the time, rubbing its back. It gave me loving looks. Memories of Magadi town flooded my mind whenever I was with this bullock, and I would think, too, of my father in Bangalore.

There had never been a theft in Manchanabele. As night fell, people sang, told stories and amused themselves by the light of oil lamps. One day, someone said thieves had come to Chikkanahalli, which was close to our village. The thieves had broken down the door of a house and flung some sort of powder on the faces of people sleeping inside. The victims, when they woke up, could only watch with open eyes, unable to move or get up. They were able to move only a long while after the thieves had stolen everything valuable in the house. People in Manchanabele were unnerved by these stories. Word of the thieves was everywhere. A day later, we saw a man looking for something in the garbage pit opposite our house. He was picking out strange things and putting them into his gunnysack. My mother, who noticed that we were frightened, told us he was only looking for bones, and that he was a relative of ours. That calmed us down.

On one occasion, our whole family went to Avverahalli, near which my mother's elder sister lived. It was evening by the time we crossed the stream and reached her house. I was filled with wonder when I saw my cousins riding buffaloes. In the mornings, peacocks came in clusters to dance at the foot of the hill across from their house. A little way down, the Arkavati flowed with a **julu-julu** cadence. The river ran towards Manchanabele, skirting the trees and meandering along the hills and mountains. My aunt's husband, Kalingaiah, was well known in that region. He used to go shooting with a rifle at night. I tasted rabbit meat there for the first time.

The festival in honour of the village goddess was in progress. The deity would possess someone, and, while in that person's body, would run a good distance. The devotees ran after the 'deity.' When the deity got tired of running, it stopped. The devotees stopped too. The yajamaana, who mediated between the deity and the people, was a thin old man. He would take the deity to task.

Yajamaana: Where were you all these days?

Deity: Is your village my only concern? I have to look after all three worlds.

Yajamaana: Do you know how hard life has become for us?

Deity: You say that as though I am happy about my life.

The dialogue between the divine and the human continued in this manner. In a little while, the deity would start dancing. The people would dance too. The din of the instruments would drown out all voices.

In Manchanabele, I had an uncle who was sharp, though not hardworking. Once, a stray buffalo wandered into Manchanabele after nightfall. Three or four strong Dalits in the village

grabbed it. They took it to a rock at the back of the village, slaughtered and apportioned it, and feasted through the night. Blood had spilled all over the rock, turning it red. It looked like the scene of a crime.

The next morning, a man from some other village came by.

“Did our buffalo come this way?” he asked my uncle, who was hanging around. Uncle remembered all too clearly what had happened the night before, and was smart enough to know what might happen if the man went towards the rock. Without once referring to the buffalo, he said, “You shouldn’t have come here at this bad time.”

The visitor was taken aback. “Why, what terrible thing has befallen this place?” he asked.

Uncle said, “Ayyo, everyone in the village is sick and has diarrhoea. Three or four people have died already. You poor man, I’m afraid you might catch it, too.”

The visitor fled with unseemly haste. For a long time, everyone praised my uncle’s presence of mind.

In a neighbouring village, a man used to be possessed by a goddess. People called her the Sheep Goddess. When the goddess entered him, she would shout (in his voice, of course), “Sheep! Sheep!”

“Which sheep, mother?” the devotees would ask humbly.

“Any sheep!” the goddess would roar.

The devotees would rush out, bring whichever sheep they could find, and place it before the goddess. After the goddess left the body of her “priest,” he and the devotees would slaughter the sheep and have a good meal. People who had lost sheep were in no position to say or do anything. They were afraid the goddess might harm them if they said anything against her.

My uncle happened to be present during one of these episodes of possession. As usual, responding to the goddess’ demand, the devotees grabbed a sheep and brought it in. For some reason, the goddess said, “I don’t want this sheep. Bring me another.”

That was the first time ever that the goddess had refused a sheep. The crowd was astounded. They became anxious that they might have done something wrong.

“Why don’t you want it, mother?” they asked. They beseeched her in a variety of ways to accept the sheep.

She wouldn’t budge. “When I say I don’t want it, I don’t want it,” she said curtly, as though breaking a stick in two. It was an impasse. So my uncle asked the people of the village, “Whose sheep is it?”

No one had thought of that.

Someone examined the animal and declared, “It belongs to the possessed priest.”

It dawned on them that he was refusing it because it was his sheep. They realized that the possession was a pretext to eat mutton. People who had lost their sheep earlier flew into a rage. They beat the priest to pulp. The Sheep Goddess ceased to appear after that day.

Glossary:

Unnerved : Shaken, afraid, demoralized

Cadence : Sound, intonation

Skirting : Bordering, flowing next to

Meandering : Wandering aimlessly

Apportion : Divide into portions

Beseeched : Request, plead

Astounded : Shocked

Answer the following questions in about 200 words:

1. Is the writer angry or amused about the societal practices in his village? Explain with examples.
2. How does superstition play an important role in the daily life of the villagers? Quote two instances.
3. Based on your reading of the text, elaborate the statement: “Nature is an integral part of life in the villages”.
4. “The man who was possessed by the deity was exploiting the innocence of his fellowmen.” Explain.
5. Do you think the villagers were really innocent and unaware of trickery? Justify your answer with examples from the text.

Perform the following activities in the Language Laboratory:

1. Use freely available tools like LingQ, FluentU, Speechling to design listening and comprehension exercises for students
2. Use YouTube, Spotify and similar open source platforms to showcase conversational, verbal, non verbal communication skills
3. Use of Elsa Speak, Speechify, Speechnotes, Mozilla DeepSpeech, Descript etc for training students to practice simple pronunciation exercises.

Here are some practice exercises and sample questions to help improve your composition skills. These exercises cover various types of writing, including descriptive, and expository compositions.

Descriptive Writing: Write a descriptive paragraph about a place you recently visited. Use vivid details and sensory language to make the reader feel as if they are there.

Sample Question: Describe a park you enjoy visiting. What sights, sounds, and smells do you experience there?

Example:

The park near my house is a sanctuary of tranquility. Tall, ancient oak trees stretch their branches toward the sky, their leaves rustling softly in the breeze. The scent of fresh grass and blooming flowers fills the air, mingling with the earthy aroma of the soil. Birds chirp melodiously, creating a natural symphony that blends with the distant laughter of children playing. A small pond reflects the clear blue sky, its surface occasionally rippled by ducks gliding across. Walking along the winding paths, I feel a profound sense of peace and connection with nature.

Expository Writing: Write a paragraph explaining a process or how to do something. Break down the steps clearly and logically.

Sample Question: Explain how to make a simple sandwich.

Example:

Making a simple sandwich is quick and easy. First, gather your ingredients: two slices of bread, your choice of spread (such as butter or mayonnaise), and fillings (such as ham, cheese, lettuce, and tomato). Start by spreading a thin layer of butter or mayonnaise on one side of each slice of bread. Next, layer your fillings on one slice of bread—place the ham first, followed by cheese, lettuce, and tomato. Once all the fillings are in place, cover them with the second slice of bread, spread side down. Press the sandwich gently to keep everything together, and cut it in half if desired. Your delicious sandwich is now ready to enjoy!

Sample questions for Descriptive and Expository writing:

1. Write about a day that you will never forget. Describe what happened, how you felt, and why it was significant to you.
2. Describe a time when you faced a significant challenge. How did you overcome it, and what did you learn from the experience?

3. Write a story about an unexpected adventure you had. What was the situation, who were the people involved, and how did the adventure unfold?
4. Tell a story about a time you learned an important lesson. What happened, and how did it change your perspective or behavior?
5. Describe a place that is special to you. What makes it special, and what memories do you associate with it?
6. Write an essay explaining how to do something you are good at, such as cooking a particular dish, playing a sport, or performing a specific task.
7. Write an essay comparing and contrasting two different cultures. Focus on aspects such as traditions, food, clothing, and social norms.

Practice: Listening Skills

Listen to the following Audio/Video carefully. Write a short paragraph about what you have comprehended.

1. (I Have a Dream - Martin Luther King Jr (<https://www.youtube.com/watch?v=qHc3FY9il1s>)
2. Sachin Tendulkar's Retirement Speech (<https://www.youtube.com/watch?v=joZZyUXU7Bg>)
3. Shashi Tharoor's words on anti-colonialism
(<https://www.youtube.com/watch?v=f7CW7S0zxv4&t=274s>)
4. The Great Dictator - Speech

(<https://www.youtube.com/watch?v=w8HdOHrc3OQ&t=98s>)

5. Tryst with Destiny https://youtu.be/lrEkYscgbqE?si=U4M_uOH3SXR_8Rf-
6. Ted talk Shah Rukh Khan https://youtu.be/ONV1KdWRHck?si=WOCw6_aX_rvYLSGS
7. Winston Churchill " We shall fight on the beaches." <https://youtu.be/skrdyoabmgA?si=zlzVI-ZMTfnFAYw1>
8. Greta Thunberg's speech made at UN Climate
summith https://youtu.be/u9KxE4Kv9A8?si=NSBAL6z7DX_eTWiF
9. Gururaj Karjagi's Motivational speech <https://youtu.be/Dzj6TGwwNhg?si=ClbQsDOIEqGisynq>
10. Dananjaya Hettiaracchi - I see something
<https://www.youtube.com/watch?v=bbz2boNSeL0&t=169s>
11. Srikanth Bolla <https://www.youtube.com/watch?v=hxS5He3KVEM>

Practice: Speaking Skills

Suggested activities: A student shall do the following activities with the help of suggestions from the teacher. Story Narration, Self Introduction, Asking questions based on a given text or a demo video, Self Justification, Theme based arguments, group discussions, extempore speech, elocution

SUPPLEMENTARY READING:

OORU KERI is an autobiographical work that dwells on the importance of education in ameliorating the downtrodden masses of our villages. It champions the cause of Dalit consciousness and holds a candle to the ills of the society. Given hereunder is another biographical account of a person representing an ignored segment of humanity. Read through the same and see if you can be empathetic to their cause.

(A)

ABUSED & CLOSE TO SUICIDE, DANCE SAVED PADMA SHRI AWARDEE MANJAMMA JOGATI'S LIFE

Manjamma Jogati is a folk artist from Karnataka who is the first trans-person to preside over the prestigious Karnataka Janapada Academy. She has mastered several art forms such as the Jogati Nritya, and has won the Padma Shri for her exemplary work in the field of folk dance

- By Himanshu Nitnaware

As Manjamma Jogati was presented with the Padma Shri Award on 9 November by President Ram Nath Kovind at the Rashtrapati Bhavan, she thanked him with a unique and elegant gesture.

When her name was called on stage, the folk dancer, draped in a saree, held the pallu (fringe) of her saree and made a sweeping gesture three times before Kovind in an up-and-down manner, before circling her hands on either side of him. People on social media have termed this gesture, which was met with thunderous applause, as a means to wish him good luck.

Manjamma is the first trans-person to preside over the Karnataka Janapada Academy. The 60-year-old has mastered several art forms such as the Jogati Nritya, a ritual dance performed by the Jogappa community, and Janapada songs, and is well known for her melodious sonnets in Kannada, sung in praise of female deities. As Manjamma received the fourth-highest civilian honour in the country for her work, we remember the struggles she faced as a transwoman, and how she overcame them to get where she is today.

Left to fend for herself

Manjamma was born in a middle-class family in the Ballari district of Karnataka. She studied till Class 10, and it was during her early teens that she began identifying as a woman. "My brothers would beat me and my family tried hard to get rid of my feminine tendencies. When I decided to embrace my identity as a woman, my father cursed me and said that I was dead to him. I have even tried to consume poison," Manjamma told Star of Mysore. "They took me to a doctor and later a priest convinced my parents to leave me alone as I have been blessed by some divine power," she added.

And so, at the age of 15, her parents took her to Huligeyamma's temple in Hospet for jogappa, a ritual in which devotees marry a god or goddess. This ritual involved Manjamma marrying goddess Renuka Yellama and thereby dedicating her services to other community members. After this ceremony, the devotee is not allowed to return home, and so she was left to fend for herself on the road. This incident pushed her to extreme poverty, and she took to begging for alms on the streets to survive. The tipping point came when social abandonment and sexual abuse pushed her to take her own life.

At this point, she met Mattikal Basappa, a folk artist. From him, she learned the Jogati Nritya, and alongside, met Jogati performer Kalavva Jogati. Thanks to her discovery of this art form, Manjamma was pulled back from the brink of giving up completely. From hereon, she mastered the art of Jogati Nritya. After Kallava's demise, Manjamma took over the troupe to popularise the dance form. Later on, she became the first trans president of the Karnataka Janapada Academy, the state's most prestigious body dedicated to performing arts.

Meanwhile, even as Manjamma's gesture to the President was widely shared by netizens, some within the trans community have not taken it in a positive light. Akkai Padmashali, a noted trans activist, said that she appreciates that a member of the community was honoured with the award. However, she felt that Manjamma should not have made the gesture.

"There are already a lot of myths and misconceptions prevailing in society about the transgender community and when she is at the forum, getting honoured by the first citizen of the country (president), she should not have done it. The constitutional values are above the belief system, immaterial of whether one believes in the rituals or not. If society respects only the cultural status, where is our social, economic, political and human rights status?"

Manjamma is among 102 Padma Shri awardees and the only transperson to receive the honour this year.



"The Secret of the Machines" is a thought-provoking poem by Rudyard Kipling that explores the relationship between humans and machines. Written in the early 20th century, during a period of rapid industrialization and technological advancement, the poem provides a unique perspective on the capabilities and limitations of machines, emphasizing both their power and their dependence on human ingenuity. Rudyard Kipling (1865-1936), a British author and poet, is best known for his works such as "The Jungle Book" and "If". "The Secret of the Machines" is a reflection on the technological advancements of his time, capturing the awe and complexity of the industrial age. The poem is narrated from the perspective of the machines themselves, which adds an intriguing layer to its message.

THE SECRET OF THE MACHINES

- Rudyard Kipling

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit—
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.
Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!

Would you call a friend from half across the world?
If you'll let us have his name and town and state,
You shall see and hear your crackling question hurled
Across the arch of heaven while you wait.
Has he answered? Does he need you at his side?
You can start this very evening if you choose,
And take the Western Ocean in the stride
Of seventy thousand horses and some screws!

The boat-express is waiting your command!
You will find the Mauretania at the quay,
Till her captain turns the lever 'neath his hand,
And the monstrous nine-decked city goes to sea.

Do you wish to make the mountains bare their head
And lay their new-cut forests at your feet?
Do you want to turn a river in its bed,
Or plant a barren wilderness with wheat?
Shall we pipe aloft and bring you water down
From the never-failing cisterns of the snows,
To work the mills and tramways in your town,
And irrigate your orchards as it flows?

It is easy! Give us dynamite and drills!
Watch the iron-shouldered rocks lie down and quake
As the thirsty desert-level floods and fills,
And the valley we have dammed becomes a lake.

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive.
If you make a slip in handling us you die!
We are greater than the Peoples or the Kings—
Be humble, as you crawl beneath our rods!-
Our touch can alter all created things,
We are everything on earth—except The Gods!

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain.

Glossary:

Furnace	:	A structure or place in which heat is generated for smelting ores or producing steam
Wrought	:	Made/worked into as
Haul	:	Pull or draw with force, move/drag
Quay	:	A landing place/shelter constructed along the edge of a water body
Monstrous	:	Abnormal or unnatural in size and/or character
Cistern	:	Storage tank/reservoir
Orchard	:	Fruit garden

Answer the following questions in about 200 words:

1. Though the poem refrains from naming them explicitly, it is understood that there are clear references to many machines. Name any five such and explain their functions.
2. "Everything that a man does is done by machines too". Elucidate.
3. This poem was written in the year 1911. However, the meaning of these lines remains true even today. Do you think all good works of literature have this quality of 'timelessness' in them? Explain with examples.
4. Can man made machines have feelings? Can they distinguish between good and bad? Read the penultimate paragraph of the poem and justify your answer.
5. The whole poem highlights and appreciates the abilities of the machines; however, the following two lines reflect an opposite feeling:
 - a. *We are everything on earth – except the Gods*
 - b. *We are nothing more than children of your brain*How do you explain this dichotomy?

6. We are living in the age of Artificial Intelligence, Machine Learning and Augmented Reality. We are surrounded by machines in all spheres of our life. In light of this fact, analyse the poem as a commentary on the present day.

Perform the following activities in the Language Laboratory:

1. Use of Notepad and word processing tools on a computer and “Notes” app on mobile phones to teach the art of offline note taking
2. Use of Microsoft OneNote, GoogleKeep, EverNote, Noteful and Obsidian for online note taking
3. Use of Gemini AI, Meta AI and ChatGPT for synthesis of various official communiques through input of bare points
4. Use of Microsoft Powerpoint/Google Slides/similar open source presentation tools for presenting official communication documents effectively

Concept Development, Note Taking, Circulars, Announcements, Notifications, Minutes of Meeting etc

Note-Taking Exercises:

Step 1: Read the Passage

Technology has profoundly changed the way we live and work. Innovations such as the internet, smartphones, and artificial intelligence have revolutionized communication, making it faster and more efficient. The internet allows instant access to vast amounts of information, transforming education and research. Smartphones enable constant connectivity and convenience, while artificial intelligence is reshaping industries by automating tasks and analyzing data. However, these advancements also raise concerns about privacy, job displacement, and the digital divide. Despite the challenges, technology continues to drive progress and offers new opportunities for innovation and growth.

Step 2: Identify Key Points

Before you start taking notes, identify the key points in the passage:

- ❖ Impact of technology on life and work
- ❖ Innovations mentioned: internet, smartphones, artificial intelligence
- ❖ Benefits: improved communication, access to information, connectivity, convenience, automation, data analysis
- ❖ Challenges: privacy concerns, job displacement, digital divide
- ❖ Overall positive impact and opportunities for growth

Step 3: Choose a Note-Taking Method

Select a note-taking method that works best for you. Here are three common methods:

1. Outline Method: Main ideas and details are organized in a hierarchical structure using bullet points or numbers.
2. Cornell Method: Divide the page into three sections: notes, cues, and summary.
3. Mind Mapping: Visual representation of information with the main idea at the center and branches for subtopics.

Step 4: Take Notes

Using the outline method, here’s how you might take notes on the passage:

Outline Method:

- ❖ Impact of Technology
 - Changed life and work
- ❖ Innovations
 - Internet: instant access to information
 - Smartphones: constant connectivity, convenience
 - Artificial Intelligence: automates tasks, data analysis
- ❖ Benefits

- Faster, more efficient communication
- Transformed education and research
- Connectivity and convenience
- Industry reshaping through automation and data analysis
- ❖ Challenges
 - Privacy concerns
 - Job displacement
 - Digital divide
- ❖ Overall Impact
 - Drives progress
 - Offers opportunities for innovation and growth

Mind Mapping:

Create a central node labeled "Impact of Technology" with branches for each key point (innovations, benefits, challenges, overall impact), and sub-branches for details under each key point.

Step 5: Review and Revise

After taking notes, review and revise them to ensure accuracy and clarity. Make sure you have captured all the important points and organized them logically.

Step 6: Practice with Different Passages

Practice note-taking with different types of passages (e.g., scientific articles, historical texts, literary analyses) to become proficient in extracting and organizing key information.

By following these steps and practicing regularly, students can enhance their note-taking skills, which are essential for effective studying and learning.

Summary:

Technology has transformed life and work through innovations like the internet, smartphones, and AI, improving communication, education, and industry. Despite challenges such as privacy and job displacement, it drives progress and offers growth opportunities.

Circulars: Preparing a circular in a college setting requires a clear and professional approach to ensure the information is effectively communicated to students, faculty, and staff. Below is an example of a college circular along with a step-by-step format:

Format for a College Circular

- ❖ College Letterhead (if available): Include the college logo, name, address, and contact details at the top.
- ❖ Heading: Circular Number, Date
- ❖ Subject Line: Brief and specific summary of the circular's content
- ❖ Salutation: Address the intended recipients (e.g., "Dear Students," "Dear Faculty and Staff," "To All Students and Faculty").
- ❖ Opening Paragraph: State the purpose of the circular clearly and concisely.
- ❖ Body: Provide detailed information. Use bullet points or numbered lists for clarity. Include dates, times, locations, and any other pertinent details.
- ❖ Closing Paragraph: Summarize any required actions. Provide additional information if necessary. Offer contact information for further inquiries. Signature, Name, title, and contact information of the issuing authority.

Tips for Effective College Circulars

- ❖ Clarity: Ensure the information is clear and easy to understand.
- ❖ Brevity: Keep the circular concise while including all necessary details.
- ❖ Organization: Use headings, subheadings, and lists to organize information logically.
- ❖ Professional Tone: Maintain a formal and respectful tone appropriate for the college setting.
- ❖ Timeliness: Distribute the circular well in advance of the event or deadline to give recipients adequate time to respond.

Government Polytechnic, Kesare

Circular No. 2024/05

Date: Dec 18, 2024

Subject: Annual Sports Day Celebration

Dear Students and Faculty,

We are excited to announce that our Annual Sports Day will be held on June 10, 2024. This event aims to foster a spirit of sportsmanship and teamwork among students and staff. Below are the details of the event:

Event Details:

- ❖ Date and Time:
 - June 10, 2024
 - 9:00 AM to 5:00 PM
- ❖ Venue:
 - ABC College Sports Ground
- ❖ Events:
 - Track and Field (100m, 200m, 400m races)
 - Team Sports (Football, Basketball, Volleyball)
 - Individual Sports (Tennis, Badminton, Table Tennis)
- ❖ Registration:
 - Students interested in participating in any events must register by June 1, 2024.
 - Registration forms are available at the Student Affairs Office and online at the college website.
- ❖ Participation:
 - All students and faculty members are encouraged to participate and support the events.
 - Non-participants are welcome to volunteer in organizing and managing the events.

Additional Information:

Refreshments will be provided, and prizes will be awarded to the winners of each event. We also encourage everyone to bring their own water bottles to stay hydrated throughout the day.

For any further inquiries, please contact the Sports Coordinator, Mr. John Smith, at john.smith@abccollege.edu or call (123) 456-7890.

We look forward to your enthusiastic participation in making this event a grand success.

Sincerely,

Dr. Rakshan A

Dean of Student Affairs

Government Polytechnic, Kesare

Email: dsa@gptk.edu/Phone: 9844404424

Announcements:

Objective: Learn how to write clear and concise announcements for various events or updates in a college setting.

Step-by-Step Guide

1. Identify the Purpose: Determine the main reason for the announcement (e.g., event, meeting, policy change).
2. Gather Details: Collect all necessary information: date, time, location, participants, and any other relevant details.
3. Write a Draft: Start with a clear and specific subject line. Use a formal salutation. Clearly state the purpose in the opening sentence. Provide detailed information in the body. Conclude with a call to action or additional information. Include contact information for further inquiries.

4. Review and Edit: Ensure clarity and conciseness. Check for grammar and spelling errors. Verify the accuracy of the information.

Example:

**Government Polytechnic, Kesare
Announcement**

Subject: Guest Lecture on Environmental Sustainability

Dear Students and Faculty,

We are pleased to announce that Dr. Forest Green, an expert in Environmental Science, will be delivering a guest lecture on "Environmental Sustainability and Its Global Impact" on Dec 28, 2024. Details are hereunder:

Date: May 25, 2024

Time: 3:00 PM - 4:30 PM

Venue: Nalvadi Auditorium

All students and faculty members are invited to attend this insightful lecture. Dr. Green will discuss various aspects of sustainability, including climate change, renewable energy, and conservation practices. This is a great opportunity to gain valuable knowledge and engage in discussions on pressing environmental issues.

For further details, please contact the Environmental Science faculty at envsci@gptk.edu or call 9844404424

We look forward to your participation.

Sincerely,

Dr. Rakshan A

Dean of Student Affairs

Government Polytechnic, Kesare

Email: dsa@gptk.edu/Phone: 9844404424

Now it's your turn to write an announcement. Use the following scenario to draft an announcement:

Scenario: Your college is organizing a blood donation camp in collaboration with the Red Cross on June 15, 2024. The camp will be held in the college gymnasium from 10:00 AM to 4:00 PM. All students and staff are encouraged to participate. Participants should register online by June 10, 2024. For further details, contact the Student Affairs Office. Draft Your Announcement:

Notifications: Drafting a notification is an important skill for effectively communicating official information within an organization or institution. Here's a step-by-step guide along with an example to help you draft a clear and concise notification.

Step-by-Step Guide to Drafting a Notification

1. **Heading:** Include the name of the organization or institution. Add "Notification" as the heading.
2. **Notification Number and Date:** Assign a reference number if necessary. Include the date of issuance.
3. **Subject Line:** Provide a brief and specific summary of the notification's content.
4. **Salutation:** Address the intended recipients (e.g., "To All Students," "Dear Faculty and Staff").
5. **Opening Paragraph:** State the purpose of the notification clearly and concisely.
6. **Body:** Provide detailed information. Use bullet points or numbered lists for clarity if needed. Include specific details, dates, times, locations, and any other pertinent information.
7. **Closing Paragraph:** Summarize any required actions or additional information. Offer contact information for further inquiries.
8. **Signature:** Include the name, title, and contact information of the issuing authority.

Example for Notification:

Government Polytechnic, Kesare

No. 2024/12

Date: Dec 31, 2024

Notification

Subject: Notification of Annual Examination Schedule

This is to inform all students that the annual examination schedule for the academic year 2023-2024 has been finalized and is as follows:

Examination Schedule:

- ❖ Start Date: June 1, 2024
- ❖ End Date: June 15, 2024
- ❖ Time: 9:00 AM to 12:00 PM (Morning Session), 2:00 PM to 5:00 PM (Afternoon Session)
- ❖ Venue: Main Examination Hall, ABC College

Important Details:

1. Hall Tickets: Students must collect their hall tickets from the Examination Office starting May 25, 2024. Hall tickets are mandatory for entry into the examination hall.
2. Examination Rules: All students must adhere to the examination rules and regulations as outlined in the student handbook. Any form of malpractice will result in disciplinary action.
3. Special Arrangements: Students requiring special arrangements due to medical or other valid reasons must submit a request to the Examination Office by May 20, 2024.
4. Arrive at the examination venue at least 30 minutes before the start of the exam.
5. Bring necessary stationery, including pens, pencils, erasers, and calculators (if allowed).
6. Ensure that all electronic devices are switched off and left outside the examination hall.

For further information or any queries regarding the examination schedule, please contact the Examination Office at exams@abccollege.edu or call (123) 456-7894.

Thank you for your attention and cooperation.

Sincerely,

Dr. Bharan A
Dean of Examinations
Government Polytechnic, Kesare
Email: doe@gptk.edu/Phone: 9844404424

Minutes of Meetings: Tips for Effective Meeting Minutes

- ❖ Be Clear and Concise: Use clear and straightforward language to describe discussions and decisions. Be Objective: Record the facts without including personal opinions.
- ❖ Use Bullet Points: For clarity, use bullet points or numbered lists for action items and decisions. Include Relevant Details: Ensure all decisions, action items, and deadlines are clearly noted.
- ❖ Distribute Promptly: Send the minutes to participants soon after the meeting to ensure accuracy and allow for any corrections.

Example of Minutes of Meeting

Government Polytechnic, Kesare

No. 2025/01

Date: Jan 01, 2025

Minutes of Meeting

Date: May 17, 2024
Time: 3:00 PM – 4:30 PM
Location: Conference Room B

Attendees:

1. Dr. DD Sorab
2. Dr. S J P Gentle
3. Dr. Chintamani S
4. Dr. Vishwaroop
5. Prof. Ninada

1. Approval of Previous Meeting Minutes: The minutes of the previous meeting held on April 10, 2024, were reviewed and approved without amendments.

2. Agenda Items:

2.1. Curriculum Updates

- ❖ Discussion: Dr. Vishwaroop presented the proposed updates to the curriculum for the Environmental Science program.
- ❖ Decision: The updates were unanimously approved.
- ❖ Action Item: Dr. Vishwaroop will finalize the updated curriculum documents and submit them to the Academic Council by May 25, 2024.

2.2. Faculty Development Workshops

- ❖ Discussion: Dr. Chintamani S suggested organizing a series of faculty development workshops over the summer.
- ❖ Decision: The proposal was accepted.
- ❖ Action Item: Dr. Chintamani S will coordinate with the CCTEK Office to schedule and plan the workshops by June 1, 2024.

2.3. Student Feedback on Remote Learning

- ❖ Discussion: Dr. S J P Gentle presented a summary of student feedback on the remote learning experience.
- ❖ Decision: It was decided to form a committee to address the concerns and improve online teaching methods.
- ❖ Action Item: Dr. S J P Gentle will head the committee and present initial recommendations by the next meeting.

3. Other Business:

- ❖ Summer Internship Programs: Dr. DD Sorab reminded faculty about the upcoming deadlines for student summer internship applications.
- ❖ Next Faculty Meeting: Agreed to be held on June 14, 2024, at 3:00 PM in Conference Room
- ❖ 4. Adjournment:
 - ❖ The meeting was adjourned at 4:30 PM.

Prepared by:

Prof. Ninada, Staff Secretary, Email: rss@gptk.edu

Developing a story/paragraph from hints:

Developing a story or paragraph using hints involves expanding on the given ideas to create a coherent and engaging narrative. Here's a step-by-step process and an example to illustrate how you can do this:

Step-by-Step Process

1. Understand the Hints: Read the hints carefully to understand the key points and themes.
2. Create a Plot Outline: Develop a basic structure for your story or paragraph using the hints. Identify the beginning, middle, and end.
3. Add Details and Descriptions: Expand on the hints by adding descriptive details, dialogue, and any necessary background information.
4. Ensure Coherence and Flow: Make sure the story flows logically from one point to the next. Each sentence should connect smoothly to the next.

5. Revise and Edit: Review your work for clarity, coherence, and any grammatical errors.

Example Hints: A young boy named Jack - A mysterious forest - An old map - A hidden treasure - A lesson learned

Developed Paragraph:

Jack, a curious young boy with a thirst for adventure, stumbled upon an old, tattered map in his grandmother's attic. The map depicted a mysterious forest not far from his village, rumored to be enchanted and filled with secrets. One sunny morning, Jack decided to follow the map, his heart pounding with excitement and a little fear. As he ventured deeper into the forest, the trees grew taller and the path more obscure, but Jack pressed on, driven by the promise of hidden treasure. After hours of navigating through the dense woods, Jack arrived at a clearing where an ancient oak tree stood. According to the map, the treasure was buried beneath its gnarled roots. With great effort, Jack dug into the soft earth, and soon his spade hit something solid. He unearthed a small, rusty chest. Opening it, Jack found not gold or jewels, but a collection of old books and scrolls. Disappointed at first, he began to read them and discovered they contained ancient wisdom and stories from long ago. Through these tales, Jack learned valuable lessons about courage, kindness, and the importance of knowledge. The real treasure, he realized, was not material wealth but the wisdom he gained. He returned home, carrying the chest with a newfound sense of understanding and appreciation for the adventures life offered.

Another Example: Hints: A rainy day - A forgotten umbrella - A chance encounter - An unexpected friendship

Developed Paragraph:

It was a gloomy, rainy day, and Emma had forgotten her umbrella at home in her rush to catch the morning train. As she stood at the bus stop, drenched and shivering, she noticed a man nearby holding a large, black umbrella. He seemed to be waiting for someone, glancing around nervously. Catching her eye, he walked over and offered to share his umbrella. "Looks like you could use some shelter," he said with a friendly smile. Grateful for the kindness, Emma accepted his offer. As they waited for the bus together, they struck up a conversation. The man's name was David, and he worked at a nearby bookstore. They discovered a mutual love for literature and soon found themselves engrossed in a lively discussion about their favorite authors and books.

By the time the bus arrived, Emma and David had exchanged phone numbers and made plans to visit the bookstore together the following weekend. What started as a dreary, wet morning had turned into the beginning of an unexpected friendship, all thanks to a forgotten umbrella and a shared love for stories.

Tips for Developing a Story from Hints

- ❖ Expand on Each Hint: Don't just mention the hints; use them as starting points to build detailed scenes and character interactions.
- ❖ Add Sensory Details: Describe what the characters see, hear, feel, and think to create a vivid picture.
- ❖ Connect the Dots: Make sure each hint logically leads to the next, creating a seamless narrative.
- ❖ Inject Emotion and Conflict: Even in short stories or paragraphs, adding a bit of emotion or conflict can make the narrative more engaging.

Practice:

For Engineering Branches:

Technical Jargon – Engineering based- subject specific

Activity- Make a list of Technical Jargons related to your branch and discuss its use in various situations among your group members. Consult your teacher for additional instructions.

Product Labels: Bring a Product Label of a random product- read the label among your group- discuss the specifications. Write a paragraph of what you have comprehended.

User Manuals: Bring a User manual of a product- read the manual among your group- discuss the specifications. Write a paragraph of what you have comprehended.

Technical/product brochures: Students shall bring product brochures to the class and discuss the specifications among the group. Write a paragraph of what you have comprehended.

Sales Pamphlets: Students shall bring sales pamphlets to the class and discuss the specifications among the group. Write a paragraph of what you have comprehended.

For Non Engineering Branches

Technical Jargon – Non-Engineering based- subject specific

Discuss the following terms among your groups and use it in your own sentences. CAFM, CMMS, Compliance, Hot Dealing, ITSM, Hybrid Office, SaaS, Invoice, Indent, Challan, USP, CMS, CMR, TOFU, MOFU, BOFU, Cash cow, Appraisal, Attrition, Sabbatical, Benchmark or any other subject specific terms can be used for this activity.

PPT Presentations:

Branch specific product/service pitches/campaigns using MS PPT:

Work in your groups and prepare a PPT Presentation about Branch specific product/service pitches/campaigns/Business opportunities. Consult your teacher for further instructions.

SUPPLEMENTARY READING:

Below are two poems, written in different countries under dissimilar circumstances. One is a comment on the futility of wars while the other questions the very purpose of man-made boundaries. Both of them desire for a world devoid of squabbles and struggles and hope for a world where every man is a Citizen of the World. Read them with the help of your teachers and see if they can guide you in your perception of the world.

The Man He Killed

- Thomas Hardy

Had he and I but met
By some old ancient inn,
We should have set us down to wet
Right many a nipperkin!

But ranged as infantry,
And staring face to face,
I shot at him as he at me,
And killed him in his place.

I shot him dead because—
Because he was my foe,
Just so: my foe of course he was;

That's clear enough; although
He thought he'd 'list, perhaps,
Off-hand like—just as I—
Was out of work—had sold his traps—
No other reason why.

Yes; quaint and curious war is!
You shoot a fellow down
You'd treat, if met where any bar is,
Or help to half a crown.

THE UNHOUSED CONSCIOUSNESS
- Kuvempu

(Original poem ಓ ನನ್ನ ಜೀತನ, translated into English by V K Gokak)

Be unhousted, O my soul!
Only the Infinite be your goal.
Leave these myriad forms behind,
Leave the million names that bind,
A flash piercing your heart and mind,
Be unhousted ,O my soul!
Only the Infinite be your goal.
Winnow the chaff of a hundred creeds
Beyond these systems .hollow as reeds,
Turn unhorizoned to the Truth that leads;
Be unhousted, O my soul

Only the Infinite be your goal.
Stop not on the unending way.
Never build a house of clay.
Endless the quest both night and day:
No end, no end to you play!
Be unhousted, O my soul!

Only the Infinite be your goal.
The Infinite cancels its end,-
Diurnal seer, to descent.
Endless the quest your apprehend
And so, Infinite, you ascend,
Be unhousted , O my soul !
Only the Infinite be your goal.

IV

Cybercrime is an ever-evolving field of criminal activity that exploits technological loopholes and that are an integral part of the internet. This chapter explores the multifaceted nature of cybercrime, its impact on individuals and organizations, and the legal and ethical challenges it presents. Understanding cybercrime is crucial in today's digital age. This chapter equips learners with the knowledge to identify, prevent, and respond to various forms of cybercrime, emphasizing the importance of legal, ethical, and technical measures in combating these threats.

CYBERCRIME

What is cybercrime?

Cybercrime refers to any illegal activity conducted using computers or the Internet. Cybercriminals – from unscrupulous individuals to organized criminal groups to state-sponsored groups – use techniques such as phishing, social engineering, and all types of malware in their cyberattacks. Learn how cybercrime works and how you can protect yourself.

When people hear the word “cybercriminal” or “hacker”, the following image often comes to mind – a gloomy or weird guy in a dark hoodie is typing something on his PC. While this image has become firmly entrenched in the public, the actual appearance of a cybercriminal is completely different: cybercrime is often incredibly organized and professional.

Cybercriminals buy and sell malware online (generally on the darknet) while offering services to test the robustness of a virus, business intelligence dashboards where the latest malware is offered, and technical support (that's right, even cybercriminals can contact a criminal hotline to fix bugs of illegal hacking servers or errors in other criminal activities!).

The professionalization and proliferation of cybercrime causes immense financial damage to individuals, businesses, and even governments every year. Some assessments estimate that cybercrime damages will reach \$6 trillion annually this year. As the Internet of Things (IoT) evolves and smart devices become more popular, cybercriminals benefit from a much broader attack surface – a variety of ways to breach security measures, gain unauthorized access and commit crimes.

How to tell if you've been a victim of cybercrime?

Although it's sometimes difficult to tell if you've been a victim of cybercrime, some crimes leave obvious signs:

Malware infection: Your computer may run slowly and send you various error messages. Your antivirus software may also detect a malware infection.

Phishing or pharming attack: you may find suspicious charges on your credit card or other vulnerable accounts.

Keylogger: you may see strange symbols, or your messages may start adding duplicate text.

Botnet: If your computer gets involved in a botnet, it may be hard to detect.

Cryptojacking: you may see increased power bills.

Generally, sudden drops in performance or strange way of operating of your PC, tablet or cell phone indicate that you may have been the target of a cyber attack. If you think you've fallen victim to a cyber attack, be sure to take the time to report it.

How can you mitigate the risk of cybercrime occurrence?

The best way to protect yourself from cybercrime is to make sure to behave sensibly on the Internet. Here are some **sensible surfing habits that will help you protect yourself** on the Internet on a daily basis:

- **Be wary of emails with dubious links or attachments** you weren't expecting.
- **Don't download anything from unknown sources.**
- **Make sure you are on a legitimate website before entering personal information.**
- **Always run software updates immediately** (they close security holes).
- **Don't use unencrypted public Wi-Fi** (in cafes, airports, etc.) without a VPN.
- **Use strong, unique passwords.** Do not use the same password for multiple accounts.
- **Use two-factor authentication** whenever possible.
- **Increase the security of your router** to protect your home network.
- **Protect yourself from malware**, a cybercriminal's most powerful weapon.

In addition to the common-sense tips above, the strongest line of defense against cybercrime is to **use a robust antivirus program.**

General examples of cybercrime:

Malware: Computer viruses are the archetype of cybercrime. Viruses infect computer systems, destroy files, affect overall functionality, and replicate themselves to spread to other devices and systems. Viruses are actually a form of malware that includes all types of malicious software: Code or programs that are written and distributed to cause damage, steal data, generate profit for their owner, and generally make your life miserable. This includes ransomware that locks your files until you pay a ransom for decryption, and adware that spams you with ads.

Identity theft and other forms of fraud: While identity theft is not exclusively a form of cybercrime, it is much more likely to be implemented with technology these days. If a hacker wants to commit identity theft or credit card fraud, they must first access enough of their victim's personal information to commit the crime. The following techniques are often used for gaining access:

Phishing: Cybercriminals use "bait" in the form of fraudulent messages to lure victims to fake websites where they unwittingly enter personal information such as usernames, passwords, or banking information.

Pharming: Pharming goes a step further than phishing and uses malware to redirect unsuspecting Internet surfers to fake versions of websites where they unwittingly enter their personal information.

Keylogging: This type of malware (or more precisely, spyware) secretly logs everything you type and captures your account information and other personal data.

Sniffing: If you are connected to an unsecured, unencrypted public Wi-Fi network, hackers can steal your data by "sniffing" your Internet traffic with special tools (unless you have a VPN, of course).

Although hackers have many ways to steal personal data, there are also some suitable methods to prevent identity theft. Avoid accessing your personal accounts (especially online banking) over public Wi-Fi, and set up a monitoring service to make sure your online accounts haven't been hacked.

Cyberbullying: Cyberbullying refers to all types of online harassment, including stalking, sexual harassment, doxing (disclosing a person's personal information, such as their physical address, online without their consent), and fraping (breaking into a person's social media and creating fake posts in their name).

Cryptojacking: Cryptojacking is when hackers break into your device and use it to capture cryptocurrency without your knowledge or consent. Cryptominers do this by using JavaScript to infect your device after visiting an infected website.

Cyber Extortion: Cyber Extortion is exactly what it sounds like – a digital version of the nightmare of extortion. One of the most common forms is ransomware, when hackers infect your computer with malware that encrypts all your files until you pay them a ransom to unlock them. Cyberextortion can also refer to blackmailing victims using their personal data, photos and videos, or threatening businesses with methods like botnet-driven DDoS attacks.

An early case of cybercrime

One of the most famous cybercrimes is also one of the oldest. It began in 1970: a teller at the Union's Dime Savings Bank in New York regularly stole part of the money deposited by customers. To prevent his personal enrichment from being discovered, he had simply adjusted the customer receipts in the bank's central computer after closing time. Although the man had no computer skills worth mentioning, he managed to fool both the account holder and his superiors. The cashier was only caught by chance: during a routine check of a betting office, the New York police found evidence that the cashier in question had a penchant for sports betting, for which he spent up to 30,000 dollars on some days. His official annual income, however, was only \$11,000

Cybercrime extortion attempt

In January 2000, a Russian hacker gained access to data records of 300,000 customers of the online retailer Cduuniverse.com. Using the captured credit card data, the attacker intended to extort \$100,000 from the online department store under the alias Maxim. However, he had not reckoned with Cduuniverse's reaction. The Internet retailer simply did not respond to all of the data thief's demands.

Hacker steals rocket code

In December 2000, the hacker "Leaf" stole the source code of a system that can be used to manipulate military missile guidance systems. The cunning hacker penetrated the network of the Naval Research Lab in Washington and stole two thirds of the so-called OS/Comet software, which is used for missile and satellite control. The fact that the data thief did not manage to steal the entire software was purely a matter of luck. The U.S. investigators doggedly pursued the hacker to the University of Kaiserslautern, where every trace was lost.

Virus attack on NASA

One of the first documented attacks by hackers with a political motive took place in October 1989. The hackers, who remain anonymous to this day, let their so-called Wank worm off the leash. Wank stands for Worms Against Nuclear Killers. The target of the virtual malware was computers at the US aerospace agency NASA in Greenbelt, Maryland. After the worm had successfully spread in the target network, the surprised NASA employees found a message on their monitors that could be translated as something like: "You talk about peace for all and yet you are arming for war". The hackers wanted to prevent the launch of a plutonium-powered Jupiter probe.

The intruder strikes and brags

One of the most expensive cyber crimes in history took place in February 2000. Michael Demon Calce, a student from Montreal in Canada and just 15 years old, attacked the websites of numerous major corporations under the alias "Mafiaboy". These included Amazon, Yahoo, Fifa, Dell, CNN and many more. The teenager used so-called denial-of-service attacks for his attack. Mafiaboy used the computer systems of Stanford and California universities for the attack. Thus, the 15-year-old caused damage of about 1.2 billion dollars. Because he couldn't resist bragging about his deeds in various chats, the investigators quickly got on his trail. Although the hacker showed little remorse, a Canadian juvenile court sentenced him to only a small fine, eight months in open custody and restricted Internet access for a year.

Video forgery: Deep Fakes Generation and Detection works using five techniques:

Face-swapping: Basically, videos created with the help of this particular technology are called deep fakes.

Lip syncing: Transplantation techniques aren't implemented in this case. The victim's lips move synchronically with the fake audio track. Just like dubbing.

Puppet master: Ideally, in this case all the donor's face traits are transplanted to the victim's face. This technique resembles the technology for "making people" in J.Cameron's Avatar.

Face Synthesis and Attribute Editing: In contrast to Puppet Master, in this case only one face is processed. A face may be aged or rejuvenated; it is possible to change the face colour; add a hairdresser; draw glasses, a hat etc.

Audio Deep Fakes: They are primarily of three kinds: voice distorters, synthesizers, cloners.

Glossary:

- Unscrupulous : Without any ethics or principles
- Gloomy : Dark/depressed
- Surfing : Browsing/going through different websites on the internet
- Authentication : Process of establishing something as genuine, real or authoritative
- Bait : Any attraction used as a lure on the internet to trap victims
- Extortion : Obtaining money or other valuable things by the illegal use of one's power or authority/by threatening
- Penchant : A strong inclination, taste, or liking for something

Answer the following questions in about 200 words:

1. Explain in brief the concept of Cybercrime.
2. Name any five types of online threats. What signs can indicate whether you have been a victim of these threats?
3. With proper examples, write a short note on any two types of common cybercrimes.
4. List any two instances of cybercrimes that happened in the 20th century. How were they executed and for what reasons?
5. Explain in brief the types of video forgery that is prevalent in the present day.
6. How can we protect ourselves from falling victim to cybercrimes?
7. "The Internet is a boon as well as a bane". Explain.
8. With the help of your teacher, write short introductions about
 - a. Cookies
 - b. Firewall
 - c. Hacking
 - d. Keylogger
 - e. Big Data Analysis
 - f. Internet of Things
 - g. Social Engineering
 - h. Artificial Intelligence and Machine Learning
9. What are some infamous cases of cybercrimes reported in the last decade? Use the internet to find out the *modus operandi* and the damage caused by them. Concentrate on instances involving innocent children and youth. Eg: Blue Whale Challenge, Cinnamon Challenge etc.
10. From the reading of the text and your experience of using the internet on computers and phones, list ten good practices that will help you stay away and safe from the threats of cybercrimes.

Perform the following activities in the Language Laboratory:

1. Online communication through use of video conferencing tools like google meet, microsoft teams, WhatsApp and Telegram calls etc
2. Use the following (https://www.youtube.com/watch?v=PVET_30oRil) to create awareness about online etiquettes
3. Use of YouTube to create awareness about various online scams and frauds, with special emphasis on Digital Arrests, Parcel scams, Video call blackmail etc:
4. Play the following videos in the open classroom for all students to watch together:

<https://www.youtube.com/watch?v=LyjKgriPOkU&t=4s>

<https://www.youtube.com/watch?v=K27dspjM-bY>
5. Use Google Forms to collect details about recent instances of online fraud in your surroundings. Analyse and categorise the data using inbuilt tools.

Online communication tools & Etiquettes of Online Communication:

Online communication etiquette, also known as **netiquette**, refers to the guidelines and norms that govern respectful and effective communication in digital environments. Here are some key principles of online communication etiquette:

1. **Be Respectful:** Treat others with courtesy, kindness, and empathy, even in virtual interactions. Avoid offensive language, personal attacks, or disrespectful behaviour towards others.
2. **Use Proper Language:** Use appropriate language and tone in your messages, emails, and comments. Avoid using all caps (which can be interpreted as shouting), excessive emojis, or slang that may not be understood by all recipients.
3. **Be Clear and Concise:** Communicate your message clearly and succinctly to avoid misunderstandings. Use proper grammar, punctuation, and formatting to ensure your message is easy to read and understand.
4. **Listen Actively:** Practice active listening by paying attention to others' messages, asking clarifying questions, and acknowledging their perspectives. Avoid interrupting or dominating the conversation.
5. **Respect Privacy:** Respect others' privacy and confidentiality when communicating online. Avoid sharing sensitive or personal information without permission, and be mindful of privacy settings on social media platforms.
6. **Be Timely:** Respond to messages, emails, and requests in a timely manner, especially if they require urgent attention. If you need more time to respond, acknowledge receipt of the message and provide an estimated timeframe for your response.
7. **Stay on Topic:** Keep discussions focused on the relevant topic or subject matter. Avoid derailing conversations with off-topic comments or unrelated discussions that may distract from the main purpose of the communication.
8. **Be Mindful of Tone:** Consider how your words may be interpreted by others and adjust your tone accordingly. Use emojis or emoticons to convey emotions or tone in text-based communication, if necessary.
9. **Use Appropriate Channels:** Choose the most suitable communication channel for your message, whether it's email, instant messaging, video conferencing, or social media. Respect others' preferences for communication and use the appropriate platform accordingly.
10. **Be Patient and Tolerant:** Be patient and tolerant of differences in communication styles, cultural backgrounds, and opinions. Practice empathy and understanding, and be open to diverse perspectives and viewpoints.
11. By following these principles of online communication etiquette, you can foster positive and productive interactions in digital environments, build stronger relationships with others, and contribute to a respectful and inclusive online community.

Online Threats:

Identifying and avoiding online threats is crucial for maintaining your digital safety and security. Here are some tips to help you recognize and mitigate potential risks:

1. **Be Skeptical of Unsolicited Messages:** Be cautious when receiving unsolicited emails, text messages, or social media messages, especially if they contain links, attachments, or requests for personal information. These could be phishing attempts designed to steal your sensitive data.
2. **Verify Sender Identities:** Before responding to or interacting with messages, verify the sender's identity to ensure they are legitimate. Check email addresses, phone numbers, or social media profiles for any signs of suspicious activity or impersonation.
3. **Use Strong, Unique Passwords:** Create strong, unique passwords for your online accounts and avoid using the same password across multiple platforms. Consider using a password manager to securely store and generate complex passwords for each account.

4. **Enable Two-Factor Authentication (2FA):** Enable two-factor authentication whenever possible to add an extra layer of security to your accounts. 2FA requires a second form of verification, such as a code sent to your phone or email, in addition to your password.
5. **Keep the Softwares Updated:** Regularly update your operating system, web browsers, antivirus software, and other applications to protect against security vulnerabilities and exploits. Enable automatic updates whenever possible to ensure you're using the latest security patches.
6. **Avoid Clicking on Suspicious Links:** Avoid clicking on links or downloading attachments from unknown or untrusted sources, especially if they appear suspicious or seem too good to be true. Hover over links to preview the URL before clicking on them.
7. **Be Careful with Personal Information:** Be cautious about sharing personal or sensitive information online, including your full name, address, phone number, social security number, and financial details. Only provide this information on secure websites with HTTPS encryption.
8. **Watch Out for Social Engineering Tactics:** Be aware of social engineering tactics used by cybercriminals to manipulate and deceive individuals into revealing confidential information or performing actions against their best interests. These tactics may include phishing, pretexting, or impersonation.
9. **Stay Informed About Common Threats:** Stay informed about the latest cybersecurity threats and trends by regularly reading security blogs, news articles, and updates from reputable sources. Familiarize yourself with common scams, malware, and phishing techniques to recognize and avoid them.
10. **Trust Your Instincts:** Trust your instincts and intuition if something feels off or suspicious online. If you're unsure about the legitimacy of a message, website, or request, err on the side of caution and refrain from taking any action until you can verify its authenticity.

By following these best practices and staying vigilant, you can reduce the risk of falling victim to online threats and protect your personal information and digital assets from harm.

Activity/Practice:

Using online forms collect data about online frauds that have happened in your vicinity. Discuss among your group and analyze the data collected.

Online threats and scams: Discuss with your groups about Online threats and scams.

Use of Artificial Intelligence tools in imbibing communication skills, Identification of spam, phishing and trojan mails. Introduction to deep fakes:

DEEPPFAKE:

Deepfake AI is a type of artificial intelligence used to create convincing images, audio and video hoaxes. The term describes both the technology and the resulting bogus content, and is a portmanteau of deep learning and fake. Deepfake refers to a type of synthetic media created using deep learning techniques, particularly generative adversarial networks (GANs) and convolutional neural networks (CNNs). In deepfake videos, images, or audio recordings, the appearance or voice of a person is manipulated or synthesized to make them appear to say or do things that they did not actually say or do. Deepfake technology allows for the seamless and often highly convincing alteration of faces, voices, gestures, and expressions in digital media content. It can be used to create realistic simulations of individuals performing actions or saying words that they never actually did. While deepfake technology has been used for various purposes, including entertainment, visual effects, and digital art, it has also raised significant concerns due to its potential for misuse.

Deepfakes can be exploited to spread misinformation, manipulate public opinion, impersonate individuals, or generate fake content for malicious purposes.

Some common applications of deepfake technology include:

Face Swapping: Deepfakes can be used to swap the faces of individuals in videos, making it appear as though one person is speaking or acting in place of another.

Voice Synthesis: Deep learning algorithms can be used to synthesize realistic-sounding speech, allowing for the creation of deepfake audio recordings that mimic the voice of a specific individual.

Imitation of Expressions and Gestures: Deepfake technology can generate realistic animations of facial expressions, gestures, and body movements, enabling the creation of lifelike avatars or digital characters.

Impersonation: Deepfakes can be used to impersonate individuals, such as celebrities, politicians, or public figures, by manipulating their appearance and voice in digital media content.

The proliferation of deepfake technology has prompted calls for increased awareness, regulation, and research into methods for detecting and mitigating the impact of deepfake content on society. Researchers, policymakers, and tech companies are actively working to develop tools and techniques for identifying and addressing the threats posed by deepfake technology.

How to identify Deepfakes:

Identifying deepfakes can be challenging due to their increasingly realistic and sophisticated nature. However, there are several techniques and strategies that can help you recognize potential deepfake content:

1. **Visual Anomalies:** Look for visual anomalies or inconsistencies in the video, such as unnatural facial movements, glitches, or artifacts around the edges of the face. Pay attention to details like blinking patterns, lip-syncing accuracy, and the alignment of facial features.
2. **Audio Quality:** Listen closely to the audio in the video for any discrepancies or irregularities in the speaker's voice, tone, or intonation. Deepfake audio may exhibit subtle artifacts or distortions that can be indicative of synthetic speech synthesis.
3. **Contextual Clues:** Consider the context in which the video is presented and the likelihood of the depicted events occurring in reality. Deepfake content may be more prevalent in certain contexts, such as political propaganda, satire, or entertainment.
4. **Source Verification:** Verify the source of the video and the credibility of the publisher or uploader. Deepfake content is often disseminated through unofficial or unreliable sources, so be cautious when encountering videos from unfamiliar or unverified sources.
5. **Cross-Referencing:** Cross-reference the content of the video with other sources, such as news reports, eyewitness accounts, or official statements, to corroborate its authenticity. If the video depicts events that are widely reported or documented, it's less likely to be a deepfake.
6. **Reverse Image Search:** Conduct a reverse image search using tools like Google Images to identify any original or source images used in the video. Deepfake creators may use publicly available images or videos as source material for their manipulations.
7. **Consult Experts:** Seek guidance from experts in digital forensics, computer vision, or media analysis who have experience identifying deepfake content. They can provide valuable insights and analysis to help determine the authenticity of the video.
8. **Use Deepfake Detection Tools:** Utilize deepfake detection tools and software developed by researchers and tech companies to analyse videos for signs of manipulation. These tools may employ machine learning algorithms to detect visual or audio anomalies indicative of deepfake content.

While no single method is foolproof, employing a combination of these techniques can help increase your ability to identify deepfake content and differentiate it from authentic media. It's important to remain vigilant and critically evaluate the content you encounter online to mitigate the spread of misinformation and deception.

How are deepfakes dangerous?

Deepfakes pose significant dangers despite being largely legal, including the following:

- ❖ Blackmail and reputational harm that put targets in legally compromising situations.
- ❖ Political misinformation such as nation states' threat actors using it for nefarious purposes.
- ❖ Election interference, such as creating fake videos of candidates.
- ❖ Stock manipulation where fake content is created to influence stock prices.
- ❖ Fraud where an individual is impersonated to steal a financial account and other PII.

How to defend against Deepfakes

Defending against deepfakes requires a multifaceted approach that involves technological solutions, education, awareness, and policy interventions. Here are several strategies to help defend against deepfakes:

1. **Develop Deepfake Detection Tools:** Invest in research and development to create advanced deepfake detection algorithms and tools. These tools can use machine learning techniques to analyze videos, images, and audio recordings for signs of manipulation or synthetic content.
2. **Enhance Media Literacy:** Educate the public about the existence of deepfakes and how to recognize them. Promote media literacy skills that enable individuals to critically evaluate the authenticity of digital media content and identify potential signs of manipulation.
3. **Raise Awareness:** Raise awareness about the risks and implications of deepfake technology through public awareness campaigns, educational initiatives, and outreach efforts. Encourage media organizations, tech companies, and policymakers to address the threat posed by deepfakes.
4. **Strengthen Authentication Measures:** Implement stronger authentication measures for verifying the authenticity of digital media content, such as watermarking, digital signatures, or cryptographic techniques. These measures can help establish the integrity and provenance of media assets.
5. **Promote Transparency:** Advocate for transparency and accountability in the creation and dissemination of digital media content. Encourage creators, publishers, and platforms to disclose when content has been manipulated or synthesized using AI technologies.
6. **Empower Users:** Empower users with tools and resources to protect themselves against deepfakes, such as browser extensions, mobile apps, or online platforms that provide real-time deepfake detection and verification services. Enable users to report suspected deepfake content and take appropriate action.
7. **Encourage Responsible AI Development:** Promote responsible AI development practices that prioritize safety, security, and ethical considerations. Encourage AI developers to design systems that are robust, transparent, and accountable, with mechanisms for identifying and mitigating potential risks.

By adopting these strategies and working together collaboratively, we can help defend against the threats posed by deepfake technology and safeguard the integrity of digital media content.

Examples:

There are several notable examples of deepfakes:

- ❖ Facebook founder Mark Zuckerberg was the victim of a deepfake that showed him boasting about how Facebook "owns" its users. The video was designed to show how people can use social media platforms such as Facebook to deceive the public.
- ❖ U.S. President Joe Biden was the victim of numerous deepfakes in 2020 showing him in exaggerated states of cognitive decline meant to influence the presidential election. Presidents Barack Obama and Donald Trump have also been victims of deepfake videos, some to spread disinformation and some as satire and entertainment.
- ❖ During the Russian invasion of Ukraine in 2022, Ukrainian President Volodymyr Zelenskyy was portrayed telling his troops to surrender to the Russians.

Composition:

Memo

A memo, short for memorandum, is a written message used for internal communication within an organization. It is typically brief and to the point, serving to convey important information, instructions, announcements, or reminders to colleagues or employees within the same company or department. Memos are commonly used for a variety of purposes, such as updating staff on policy changes, sharing meeting agendas, requesting action or feedback, or documenting decisions and agreements. They are often formatted with a header containing the date, recipient(s), sender, and subject, followed by the body of the message. Memos are usually less formal than letters but more structured than casual emails, and they are intended to be read quickly and easily by recipients.

Practice: Technical/Professional Writing through Word and PowerPoint using AI Tools like Wordtune, Quillbot, Writerly, Sudowrite, Copy.ai, Copymatic, Remail

Technical Writing

Technical writing is a form of communication that conveys technical information in a clear and concise manner. It is used in various fields such as engineering, technology, science, medicine, and business to communicate complex concepts, procedures, instructions, and data to a specific audience. Key characteristics of technical writing include:

1. **Clarity:** Technical writing aims to convey information clearly and accurately. It uses straightforward language and avoids unnecessary jargon or ambiguity.
2. **Conciseness:** Technical writing is concise and to the point. It focuses on delivering essential information without unnecessary elaboration.
3. **Accuracy:** Technical writing emphasizes accuracy and precision. It presents factual information based on research, data, and expert knowledge.
4. **Audience Awareness:** Technical writers consider the needs and knowledge level of their audience when crafting documents. They tailor the content to ensure it is understandable and relevant to the intended audience.
5. **Organization:** Technical documents are typically organized in a logical and structured manner. They may use headings, bullet points, lists, and visuals to help readers navigate the information effectively.

Examples of technical documents include:

- ❖ User manuals and guides
- ❖ Technical specifications
- ❖ Procedures and instructions
- ❖ Reports and research papers
- ❖ Proposals and project documentation
- ❖ Scientific articles and research papers
- ❖ Whitepapers and technical documentation for software or hardware products

Technical writing plays a crucial role in industries where precise communication is essential for safety, compliance, efficiency, and productivity. Effective technical writing helps users understand complex concepts, perform tasks accurately, troubleshoot problems, and make informed decisions. For a diploma student, writing technical documents can be a valuable skill that enhances their academic performance and prepares them for future careers in technical fields.

Here's a step-by-step guide on how a diploma student can write technical documents effectively:

1. **Understand the Assignment or Task:**
Read the assignment instructions carefully to understand the requirements, objectives, and expectations for the technical document. Identify the purpose of the document and the target audience (e.g., instructors, classmates, industry professionals).
2. **Research and Gather Information:**
Conduct research on the topic or subject of the technical document. Gather relevant information, data, and sources from textbooks, journals, websites, and other credible sources. Take notes and organize your research findings to help structure your document effectively.
3. **Outline Your Document:**
Create an outline or structure for your technical document to organize your ideas and plan the flow of information. Determine the main sections, sub-sections, and key points you want to cover in your document.
4. **Write Clear and Concise Content:**
Use clear, straightforward language that is easy to understand. Avoid using technical jargon or complex terminology unless necessary. Break down complex concepts into smaller, more digestible chunks and explain them in a step-by-step manner. Be concise and to the point, focusing on delivering essential information without unnecessary elaboration.

5. **Provide Examples and Illustrations:**

Use examples, case studies, or scenarios to illustrate key points and demonstrate practical applications of the concepts discussed. Incorporate visuals such as diagrams, charts, graphs, and illustrations to enhance understanding and clarify complex information.

6. **Follow a Consistent Format:**

Use a consistent formatting style throughout your document, including headings, font styles, spacing, and numbering. Use bullet points or numbered lists to organize information and make it easier to read.

7. **Review and Revise:**

Proofread your technical document carefully to check for errors in grammar, spelling, punctuation, and formatting. Review the content for accuracy, clarity, and completeness, making revisions as necessary. Consider seeking feedback from peers, instructors, or mentors to improve the quality and effectiveness of your document.

8. **Document Version Control:**

Maintain version control of your technical document to track revisions, updates, and changes over time. Use clear labelling and numbering conventions to distinguish between different versions of the document.

9. **Finalize and Submit:**

Once your technical document is complete and thoroughly reviewed, finalize it and prepare it for submission according to the assignment instructions. Ensure that you meet any formatting or submission requirements specified by your instructor or program.

By following these steps, a diploma student can write technical documents effectively, demonstrating their understanding of technical concepts and their ability to communicate complex information clearly and professionally.

Example 1:

How to Perform Basic Electrical Wiring

Introduction: Electrical wiring is a fundamental skill for diploma students pursuing studies in electrical engineering. This technical document provides a step-by-step guide on how to perform basic electrical wiring safely and effectively.

Materials Required:

Electrical wires (insulated), Wire strippers, Screwdrivers (flathead and Phillips), Wire nuts, Electrical tape, Junction box (if applicable)

Procedure:

1. **Safety Precautions:** Before starting any electrical work, ensure that the power is turned off at the circuit breaker or fuse box to prevent electric shock. Wear appropriate personal protective equipment (PPE), including insulated gloves and safety goggles.
2. **Planning the Wiring:** Determine the layout and placement of electrical outlets, switches, and fixtures based on the electrical plan or blueprints. Mark the locations for outlets and switches on the wall or ceiling using a pencil.
3. **Preparing the Wires:** Measure and cut the electrical wires to the required length, leaving a few inches of excess wire at each end. Use wire strippers to remove the insulation from the ends of the wires, exposing the copper conductors.
4. **Connecting Wires:** Connect the black (hot) wires to the brass-coloured screws on switches and outlets. Connect the white (neutral) wires to the silver-coloured screws. If using a junction box, twist the corresponding wires together and secure them with wire nuts. Cover the connections with electrical tape.
5. **Grounding:** Connect the bare or green wire (ground wire) to the green screw on switches and outlets. Ensure that the ground wire is securely attached to metal junction boxes or grounding screws.
6. **Testing:** After wiring is complete, turn the power back on and test each outlet, switch, or fixture to ensure they are working correctly. Use a voltage tester to verify that there is no electrical current present before handling wires.

Conclusion: Mastering the skill of basic electrical wiring is essential for diploma students in electrical engineering. By following this guide and practicing proper safety procedures, students can successfully perform electrical wiring tasks with confidence and competence.

This sample technical document provides detailed instructions on how to perform basic electrical wiring, including safety precautions, materials required, step-by-step procedures, and testing guidelines. It is designed to help diploma students acquire practical skills and knowledge in electrical engineering.

Example 2:

Introduction to Engineering Drawing and CAD

1. Introduction: Engineering drawing is a fundamental skill in mechanical engineering that involves creating accurate and detailed drawings of mechanical components, assemblies, and systems. Computer-Aided Design (CAD) software has revolutionized the field of engineering drawing, providing engineers and designers with powerful tools for creating, editing, and analysing 2D and 3D models. This technical document provides an overview of engineering drawing principles and CAD techniques.

2. Engineering Drawing Basics:

- ❖ Orthographic Projection: Explanation of orthographic projection techniques for representing objects in multiple views, including front, top, side, and isometric views.
- ❖ Dimensioning: Guidelines for dimensioning drawings, including linear dimensions, angular dimensions, and geometric tolerance.
- ❖ Annotations and Symbols: Introduction to annotations, symbols, and notes used in engineering drawings to convey additional information, specifications, and instructions.

3. Computer-Aided Design (CAD):

- ❖ Introduction to CAD Software: Overview of popular CAD software packages used in mechanical engineering, such as AutoCAD, SolidWorks, and CATIA.
- ❖ Creating 2D Drawings: Step-by-step instructions for creating 2D drawings in CAD software, including drawing lines, circles, arcs, and polygons.
- ❖ Creating 3D Models: Explanation of 3D modelling techniques in CAD software, including extrusion, revolve, loft, and sweep features.

4. CAD Tools and Features:

- ❖ Editing and Modifying: Techniques for editing and modifying drawings and models in CAD software, such as trimming, extending, filleting, and chamfering.
- ❖ Assembly Design: Overview of assembly design tools in CAD software for creating and managing assemblies of mechanical components.
- ❖ Simulation and Analysis: Introduction to simulation and analysis tools in CAD software for evaluating the performance, strength, and behaviour of mechanical systems.

5. Best Practices and Tips:

- ❖ Drawing Standards: Importance of adhering to industry standards and conventions for engineering drawings, including ANSI, ISO, and ASME standards.
- ❖ File Management: Guidelines for organizing and managing CAD files, including file naming conventions, version control, and backup procedures.
- ❖ Collaboration and Communication: Strategies for collaborating with team members and communicating design intent effectively using CAD software.

6. Case Studies and Examples:

- ❖ Case Study 1: Design of a Mechanical Component: Example of creating detailed engineering drawings and 3D models for a mechanical component using CAD software.
- ❖ Case Study 2: Assembly Design and Analysis: Example of designing and analysing an assembly of mechanical components using CAD software simulation tools.

Conclusion: Engineering drawing and CAD play a critical role in mechanical engineering, enabling engineers and designers to visualize, communicate, and analyse complex mechanical systems. By mastering the principles and techniques of engineering drawing and CAD, mechanical engineers can enhance their design capabilities and contribute to the development of innovative products and technologies.

SUPPLEMENTARY READING:

Sakshi v. Union of India, Independent Thought v. Union of India, Attorney General for India v. Satish and another and Alakh Alok Srivastava v. Union of India and Others are some of the landmark judgements delivered under the POCSO Act 2012. The Act is intended to protect minors from physical and sexual assaults. Read up about any one of the above cases and understand the legal provisions available therein. When you sense that an offense is about to happen or has happened to someone, you will be able to prevent or report it, using the letter and the spirit of the Act.

KEY PRINCIPLES OF POCSO ACT 2012

The Protection of Children from Sexual Offences Act, 2012 (POCSO Act) mentions 12 key principles which are to be followed by anyone, including the State Governments, the Child Welfare Committee, the Police, the Special Courts, NGOs or any other professional present during the trial and assisting the child during the trial. These include:

Right to life and survival – A child must be shielded from any kind of physical, psychological, mental and emotional abuse and neglect

Best interests of the child – The primary consideration must be the harmonious development of the child

Right to be treated with dignity and compassion – Child victims should be treated in a caring and sensitive manner throughout the justice process

Right to be protected from discrimination – The justice process must be transparent and just; irrespective of the child's cultural, religious, linguistic or social orientation

Right to special preventive measures – It suggests, that victimised children are more likely to get abused again, thus, preventive measures and training must be given to them for self-protection

Right to be informed – The child victim or witness must be well informed of the legal proceedings

Right to be heard and to express views and concerns – Every child has the right to be heard in respect of matters affecting him/her

Right to effective assistance – financial, legal, counselling, health, social and educational services, physical and psychological recovery services and other services necessary for the child's healing must be provided

Right to Privacy – The child's privacy and identity must be protected at all stages of the pre-trial and trial process

Right to be protected from hardship during the justice process – Secondary victimisation or hardships for a child during the justice procedure must be minimised

Right to safety – A child victim must be protected before, during and after the justice process

Right to compensation – The child victim may be awarded compensation for his/her relief and rehabilitation

V

CLIMATE CHANGE – A CONVERSATION

Climate change is one of the most pressing issues facing the world today. This chapter delves into the science behind climate change, its impacts, and the global response to this crisis. It also highlights the contributions of young climate activists, with a special focus on Licypriya Kangujam, an influential youth activist from India. Understanding climate change is essential for fostering an informed and proactive generation. This chapter not only covers the scientific and practical aspects of climate change but also highlights the power of youth activism through the example of Licypriya Kangujam. By engaging with these materials, students will be equipped to contribute to a sustainable future and advocate for meaningful climate action. Licypriya Kangujam is an Indigenous climate activist from India. At nine years old, she spoke at the United Nations Climate Conference (COP25) in 2019 and traveled around the world to speak at climate and international conferences. Kangujam has been recognized for her advocacy for clean air initiatives and protests against the Indian government.

HIR: You're by far the HIR's youngest interviewee ever at just nine years old. How did you get your start in climate advocacy?

Kangujam: Thank you so much for this opportunity. I'm glad to hear that I'm the youngest interviewee in your history. I was born in a small village of Manipur in North East India surrounded by lush green mountains and an alluring atmosphere. I never realized what I'm doing is activism until 2018 when people started calling me a climate activist. In 2016, I came to Delhi for the first time for my schooling, but my life became very messy due to the high air pollution level. Later, I moved to Bhubaneswar, Odisha, in the same year for my schooling. Again my home in Odisha was hit by Cyclone Titli in 2018 and Cyclone Fani in 2019. These incidences in my life turned me into an outspoken child that talks about the impact of climate change to our leaders when they failed to act on it.

The Nepal Earthquake of 2015 is also an important event in my life. During that time, I accompanied my dad to raise funds to help the victims' children and families. That was the first time that I learned the words "climate change" and "natural disasters," but I couldn't realize what exactly they were as I was a small baby that time. But, this could be the main reason why I am so concerned about the environment and our planet.

In July 2018, when I was just six years old, I got an opportunity to attend the United Nations Disaster Conference in Mongolia. It was a life changing event. Just after I returned back home from Mongolia, I started my organization called "The Child Movement" in July, 2018 to call on world leaders to take immediate climate action to save our planet and our future. It has now become a people's movement for climate justice in India and various other countries.

My first parliament protest was on February 2, 2019. I have my three main demands to our leaders and the Government to change the system: to pass the climate change law in the parliament as soon as possible, to make climate education compulsory in every school in India, and to ensure plantations of minimum of 10 trees by every student in India.

If they pass the climate law then we can control carbon emissions and greenhouse gases. Also, it will give climate justice to millions of poor vulnerable people and other marginalized communities who are the victims of climate change. It can bring accountability and transparency to the government.

Making climate education mandatory in schools' curriculum will help to fight the climate crisis from the grassroots. Italy has already made climate education compulsory in their school curriculum since

2019. If India follows suit, India will be the second country after Italy to take such initiative in the history of the world and the first in Asia.

India has over 350 million students. If 350 million students plant a minimum of 10 trees every year, then we will plant 3.5 billion trees every year. Trust me; India will be green within five to 10 years. This will help fight the air pollution, floods, droughts, heat waves and other environmental issues in the country. I dropped out of school as of February 2019 due to my protests every week in front of the parliament house. My parents couldn't afford the expenses for traveling every week from Bhubaneswar to New Delhi for my protest, so I decided to drop out of school. It was the most disappointing period of my life. I missed my school, my friends, and my teachers.

I addressed the world leaders at the United Nations Climate Conference 2019 (COP25) held in Madrid, Spain. It helped me to amplify my voice globally. So far, I have traveled to about 32 countries as a part of my movement and spoke in more than 400 institutions and platforms to advocate adults on climate change as a speaker across the globe in the last two years. When I began the movement, I was alone, but today, I have thousands who love and support from across the globe.

HIR: What is the value of youth advocacy in the climate movement? What unique perspective do you bring?

HIR: Indigenous communities around the world have been vocal about the impact of climate change on their livelihoods. As an Indigenous girl, why is climate change an Indigenous issue? Is there room for solidarity between the climate movement and Indigenous rights movements?

Kangujam: Indigenous people are playing a crucial role in protecting our planet. We are not on front covers, but we are the first line of defenders. Due to rising violence against Indigenous communities around the world, it's an alarming situation for all of us along with the bigger challenges of protecting our forests and the environment. Even in my home state, the government has given licenses to big foreign companies based in the Netherlands to exploit our indigenous forest for oil exploration while local people are opposing it. Many Indigenous activists are in jail or are even murdered in several places across the world. Denial of the climate crisis by our leaders increases the threat to us. As both the climate movement and Indigenous rights movement are fighting for the common cause, it's time to come together to strengthen our movement with one common voice to protect our rights and to defend the defenders. We are interconnected and interdependent. The climate movement will fail without indigenous people.

HIR: India, your home country, is a major carbon emitter, but also a developing country. How do you respond to critics who say that developed carbon emitters like the US and countries in the EU should be the ones involved in climate advocacy as opposed to countries like India?

Kangujam: Climate change has no border. India is also equally responsible for the global carbon emissions. Developed nations should invest more for a green economy as compared to developing ones, but India can lead and be a role model in fighting the climate crisis because we have full potential to do so. Besides the EU and the United States, two of the highest global carbon emitters like China and India are two giant neighboring countries and they're not doing enough. They are still giving huge subsidies to fossil fuel companies, which are responsible for massive carbon and greenhouse gases emissions globally.

India needs to see climate change as an urgent political issue. India is already experiencing adverse extreme weather events like floods, droughts, heat waves, cyclones, and locusts in addition to extremely polluted air and water stress at the same time. These are all the impacts of climate change. India must take a leadership role in the shift to sustainable production and consumption to end this crisis and the shift from a carbon economy to a green economy. India must create policy that encourages resource efficiency and a reduction in waste of resources. In doing so, it will provide a template for other developing countries as well.

India must build on international initiatives it has piloted, such as the International Solar Alliance to further global cooperation and collaboration to address climate change. India should bring the United States into the International Solar Alliance. Working with partners in the developed and

developing world, New Delhi must take the lead and be instrumental in shaping global climate efforts.

HIR: You have advocated for climate education in schools. What would this look like? Why is climate education important?

Kangujam: I receive a lot of positive responses both from state governments and schools. It's become a movement now. Over 1000 private schools in India and many parts of the world are now teaching climate education in their schools. In each school, there are a minimum of around 3000 to 4000 students, and some schools are run under a society and they have dozens of branches across the country. So, it's easier for me if their founder or the head of the society accepts my proposal without approval from the government.

Climate education is very important if we really would like to fight the climate crisis. Adults are not doing enough already, and I don't have much faith in them to come to the frontline and save our planet and future. The last hope is children. If we include climate education in schools, then we can fight climate change from the grassroots. It will help to educate adults and our leaders via their children and grandchildren, so that we altogether can support each other to save our environment and our planet. This also increases environmental consciousness among the people in addition to a love and respect for nature. I am even preparing to go to court to direct the government to include it as mandatory in all national curriculums of various school boards. I trust it will be a very successful mission.

HIR: India experiences many extreme weather events that have been linked to climate change from floods to heat waves. What can be done to prepare the country better for these devastating events? How do you approach this in your advocacy?

Kangujam: India is the sixth most vulnerable country in the world to climate change. We are facing floods, droughts, heat waves, cyclones, and air pollution all at the same time. These are all the impacts of climate change. We need to shift to a green economy from a carbon economy. The government needs to make strong new climate laws to protect our environment. We need to promote clean energy like solar in cities and wind turbines in rural areas for power instead of depending on coal. We need urgent green transitions from fossil fuel vehicles to electric vehicles. We should also stop deforestation for mining and developmental activities. I have written several letters to our leaders and officials, submitted memorandums multiple times, and held protests to draw their attention. I also use social media, like Twitter, as a powerful tool to address the voice of the people to our leaders.

Some people always tell me that I'm too young to get involved in such activism, but I am proof that age doesn't matter to make a difference. Big or small, it doesn't matter. I'm a young girl. I'm strong, smart, intelligent, and brave.

The majority of the people encourage me. But, I have always received lots of online threats, abuse, and cyberbullying every day in addition to criticism whenever I speak out against any of our leaders who try to silence my voice.

HIR: You advocate for a Survival Kit for the Future, a campaign to reduce air pollution in India. Why is this an important issue? What are you proposing should be done to clean up India's air quality?

Kangujam: I developed a symbolic device called Survival Kit for the Future (SUKIFU) to curb the air pollution on October 4, 2019. SUKIFU is an almost zero-cost kit designed from trash to provide fresh air to breathe when pollution is bad. It draws the attention of the leaders to find an urgent solution for the current crisis of air pollution in Delhi and the National Capital Region.

This invention sends a poignant message about environmental degradation and questions the planet's unknown future and environmental depletion. Our governments are busy blaming each other instead of finding long-term solutions to deadly air pollution. Children are unable to go out of the home in Delhi. They must act now otherwise our future will be dying. I developed the model with the support of Professor Chandan Ghosh, of [Indian Institute of Technology Jammu \(IIT\)](#). Air quality in many parts of Delhi crossed measurable limits of AQI 999, which is a public health emergency situation for the 30.3 million people of Delhi, including millions of children. Our leaders

failed to address and handle all the environmental and health concerns of the people. This is unacceptable.

I'm demanding our leaders to shut down all the coal and thermal power plants in and around Delhi, to stop stubble burning, to revive the Aravalli Forest, to mark bicycle lane in all roads of Delhi, to increase green spaces, to ban permanently bursting of firecrackers in Delhi for next 5-10 years, to promote renewable energies instead of burning fossil fuels, and to replace all diesel and petrol vehicles with solar or electric.

HIR: The global deadline to address accelerated warming is rapidly approaching. Are you optimistic that the global community can sufficiently address the problem? Where do you see the most room for improvement?

Kangujam: Our leaders need political willpower to cut down emissions and become a net-zero, carbon-neutral country by 2035 or 2050. I understand developing countries have a bigger challenge. India also is a big country with a large population; our government faces a lot of challenges to set a deadline to achieve global commitments, but we need to increase the speed. I'm very much optimistic that if developed countries stand together with those developing countries, we can easily achieve the Paris Climate Agreement before the deadline. The biggest problem is that our leaders don't trust each other. If they trust each other, we can easily fight the global climate crisis with a concrete action plan.

Glossary:

Advocacy	: Act of pleading for or supporting a cause
Alluring	: Attractive
Perspective	: Viewpoint/opinion/way of understanding a situation
Indigenous	: Native/originally belonging to a particular place or area
Crisis	: Severe danger
Devastating	: Highly destructive or damaging
Optimistic	: Being positive and hopeful of the future

Answer the following questions in about 200 words:

1. Prepare a biographical sketch of Ms. Licypriya Kangujam using the details available in the interview.
2. What events/circumstances inspired Ms. Kangujam to take up climate activism?
3. Ms. Kangujam says that "Climate change has no border". Explain.
4. How can schools and students help in shaping a sustainable climate, as per Ms. Kangujam?
5. Write a short on SUKIFU.
6. Can India fight the ill effects of climate change without any support? Why/Why not?
7. Summarise in your own words Ms. Kangujam's views about climate change.
8. With the help of your teacher, write short note on: Chipko Movement, Bishnoi Movement, Silent Valley Movement, Salumarada Thimmakka, Narmada Bacaho Andolan

Perform the following activities in the Language Laboratory:

1. Use conversational and interactive chatbots like Wadhvani CoPilot, ChatGPT, Doulingo, Replika etc to practice interview question-answers
2. Play the following videos in the classroom to create awareness about fundamental concepts of facing interviews:

<https://www.youtube.com/watch?v=EzGH3hZuJVk>

<https://www.youtube.com/watch?v=TwZ7LgrPwR0>

<https://www.youtube.com/watch?v=1mM MHZ vFo>

3. Use the following videos to present the differences between verbal and nonverbal communication; highlight the importance of Body Language.

https://www.youtube.com/watch?v=4_5dayHDdBk

<https://www.youtube.com/watch?v=IWIfw4WuZH0>

<https://www.youtube.com/watch?v=NRp1ePrFkng>

COMPREHENSION OF UNSEEN PASSAGE:

Comprehension of unseen passages refers to the ability to understand and interpret written text that is unfamiliar to the reader. Unseen passages are typically short excerpts or complete texts that are provided for reading comprehension exercises in language assessments or educational settings.

Example:

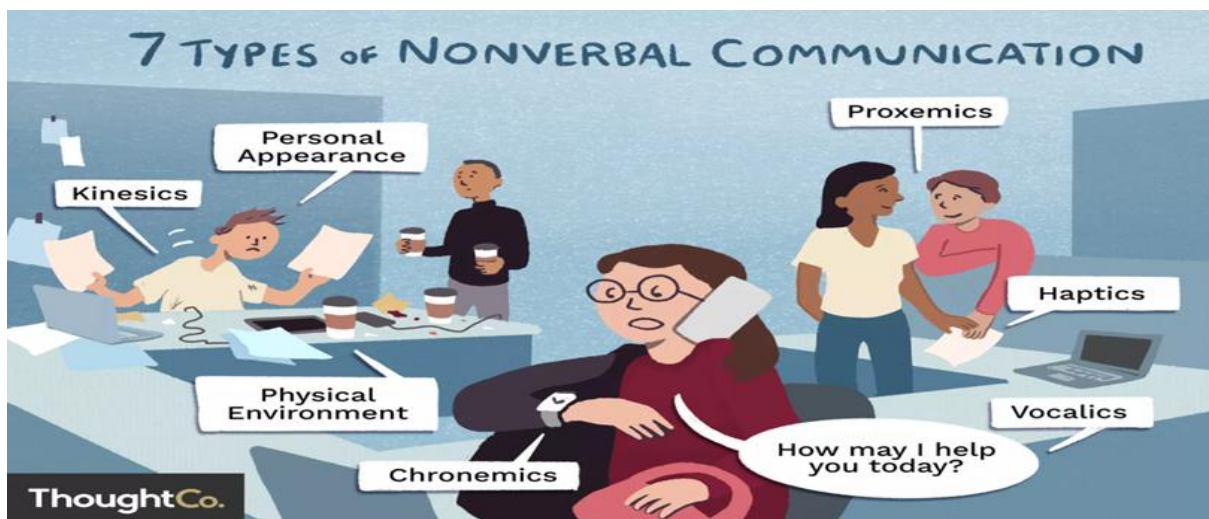
Time management is crucial for success in both personal and professional life. By effectively managing our time, we can prioritize tasks, meet deadlines, and reduce stress. One key aspect of time management is setting goals and breaking them down into smaller, manageable tasks. This allows us to stay focused and make progress towards our objectives. Additionally, avoiding distractions and procrastination helps us make the most of our time. Overall, mastering time management skills empowers us to achieve our goals and lead more fulfilling lives.

Read the following passage and answer the following questions:

1. Why is time management important?
2. What is one key aspect of time management mentioned in the passage?
3. How can avoiding distractions contribute to effective time management?
4. How does effective time management empower individuals according to the passage?
5. In what areas of life is time management beneficial according to the passage?

Interview Skills: Demonstration and practice of interview skills can be taken up using various AI tools; primarily through Wadhvani CoPilot or similar

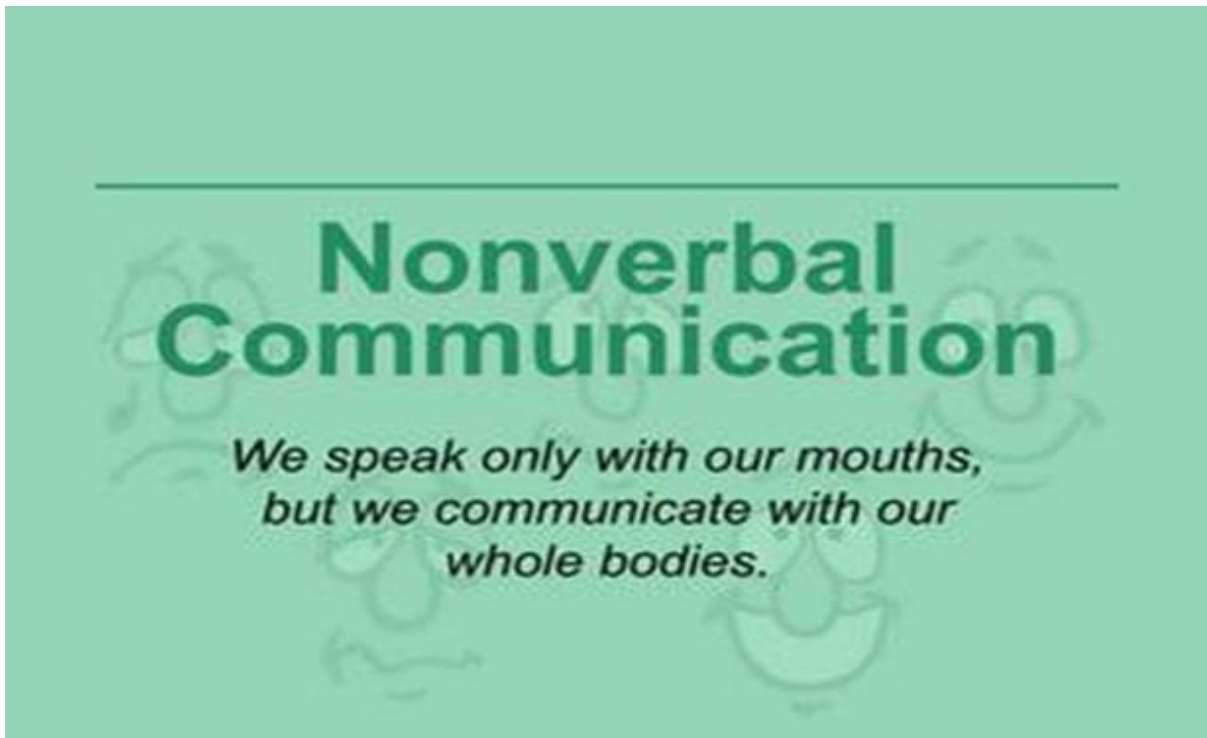
NONVERBAL COMMUNICATION



Non Verbal Communication:

Nonverbal communication refers to the transmission of messages or information without the use of words. It includes facial expressions, body language, gestures, tone of voice, posture, eye contact, and other forms of nonverbal cues. These cues often convey emotions, attitudes, intentions, and meanings, sometimes even more effectively than verbal communication alone. Nonverbal

communication plays a significant role in interpersonal interactions, influencing how messages are interpreted and understood.



Types of Nonverbal Communication

"Judee Burgoon (1994) has identified seven different nonverbal dimensions:"

1. Kinesics or body movements including facial expressions and eye contact;
2. Vocalics or paralanguage that includes volume, rate, pitch, and timbre;
3. Personal appearance;
4. Our physical environment and the artefacts or objects that compose it;
5. Proxemics or personal space;
6. Haptics or touch;
7. Chronemics or time.

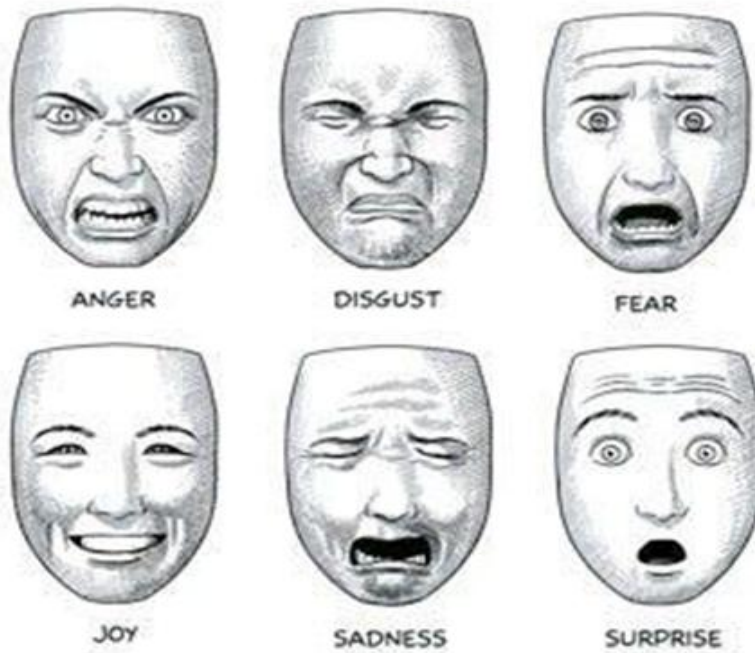
Body language is a type of nonverbal communication that relies on body movements (such as gestures, posture, and facial expressions) to convey messages. Body language may be used consciously or unconsciously. It may accompany a verbal message or serve as a substitute for speech.

Body language encompasses a wide range of nonverbal cues that can convey various messages. Here are some examples:

1. Facial Expressions:

- ❖ Smiling: Indicates happiness, friendliness, or agreement.
- ❖ Frowning: This signifies displeasure, sadness, or disagreement.
- ❖ Raised eyebrows: Can indicate surprise or interest.

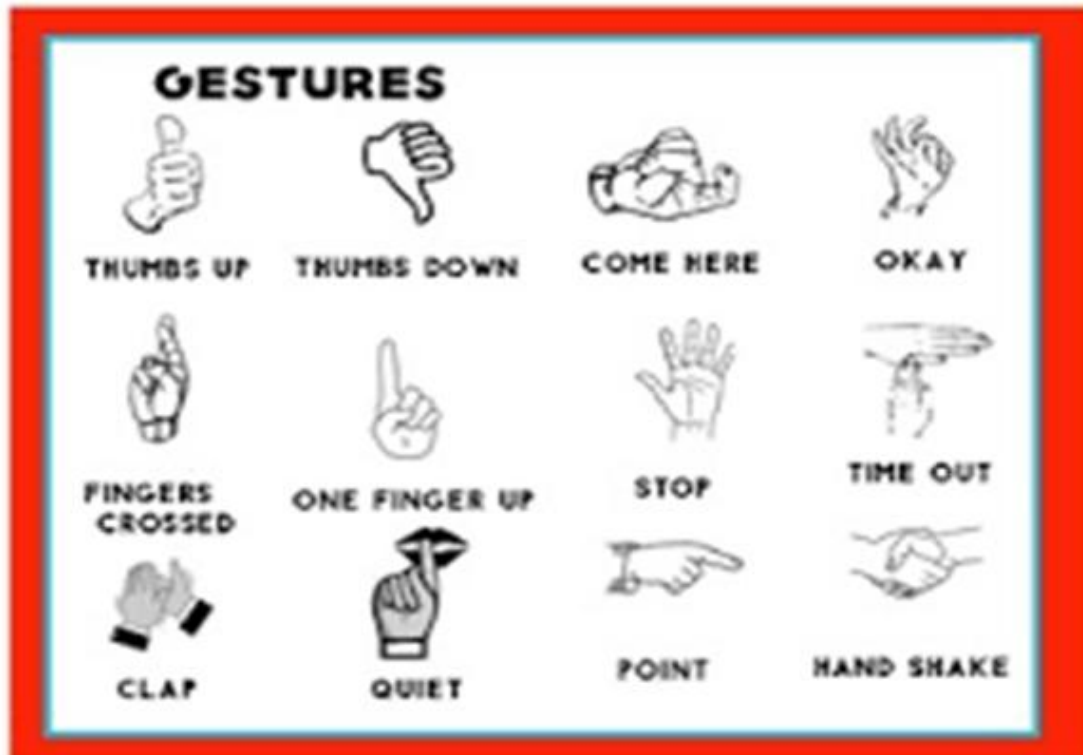
SIX BASIC EXPRESSIONS



2. Gestures:

- ❖ Nodding: Shows agreement or understanding.
- ❖ Shaking head: Indicates disagreement or disbelief.
- ❖ Pointing: Directs attention or signifies emphasis.

<https://www.youtube.com/watch?app=desktop&v=0clo0PkBs2c>




3. Posture:

- ❖ Standing tall with shoulders back: Indicates confidence and assertiveness.
- ❖ Slouching or hunching over: Suggests low confidence or disinterest.
- ❖ Leaning forward: Indicates interest or engagement.

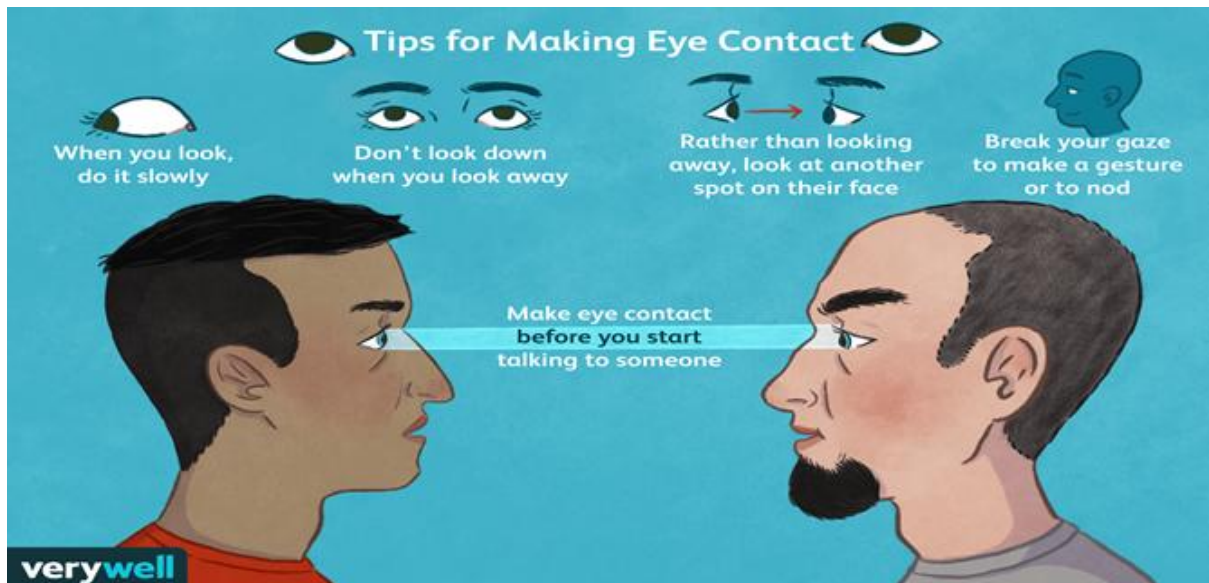
What is Positive Body Language?

- Relaxed posture
- Relaxed arms
- Good eye contact
- Nodding agreement
- Smiling at humor
- Leaning closer
- Using gestures



4. Eye Contact:

- ❖ Avoiding eye contact: This may suggest discomfort, shyness, or deceit.
- ❖ Sustained eye contact: Can convey confidence, sincerity, or dominance.



Eye Contact- Nonverbal Communication

Action	Result
Direct Eye Contact	Confidence
Looking Downwards	Listening Carefully, Guilt/Shame
Single Eyebrow Raised	Doubt, Skepticism
Both eyebrows raised	Admiring, Encouragement
Bent Eyebrows	Sudden Focus, Intensity
Tears	Emotional – Joy or Pain

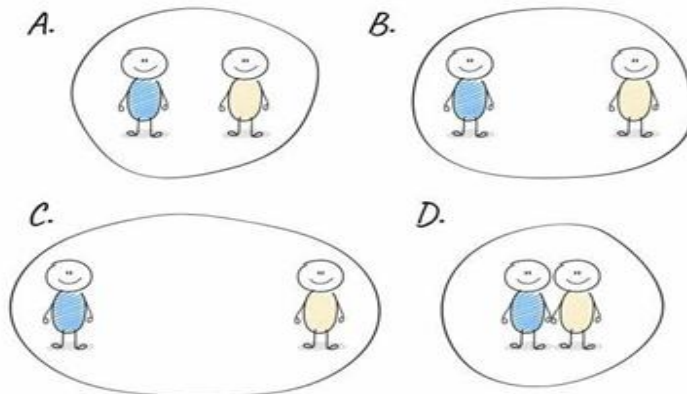
5. Hand Movements:

- ❖ Open palms: Signify honesty, openness, or readiness to engage.
- ❖ Crossed arms: Often interpreted as defensiveness, resistance, or disagreement.
- ❖ Tapping fingers: This may indicate impatience or nervousness.
- ❖ Hand clenching: May indicate frustration, anger, or stress.
- ❖ Hand-to-face gestures: Covering the mouth, touching the chin, or rubbing the forehead can indicate thoughtfulness, uncertainty, or contemplation.

6. Personal Space:

- ❖ Intimate distance (0-18 inches): Reserved for close relationships, such as family and close friends.
- ❖ Personal distance (18 inches to 4 feet): Appropriate for interactions with acquaintances or colleagues.
- ❖ Social distance (4-12 feet): Used in casual social interactions.
- ❖ Public distance (12+ feet): Used for public speaking or formal situations.

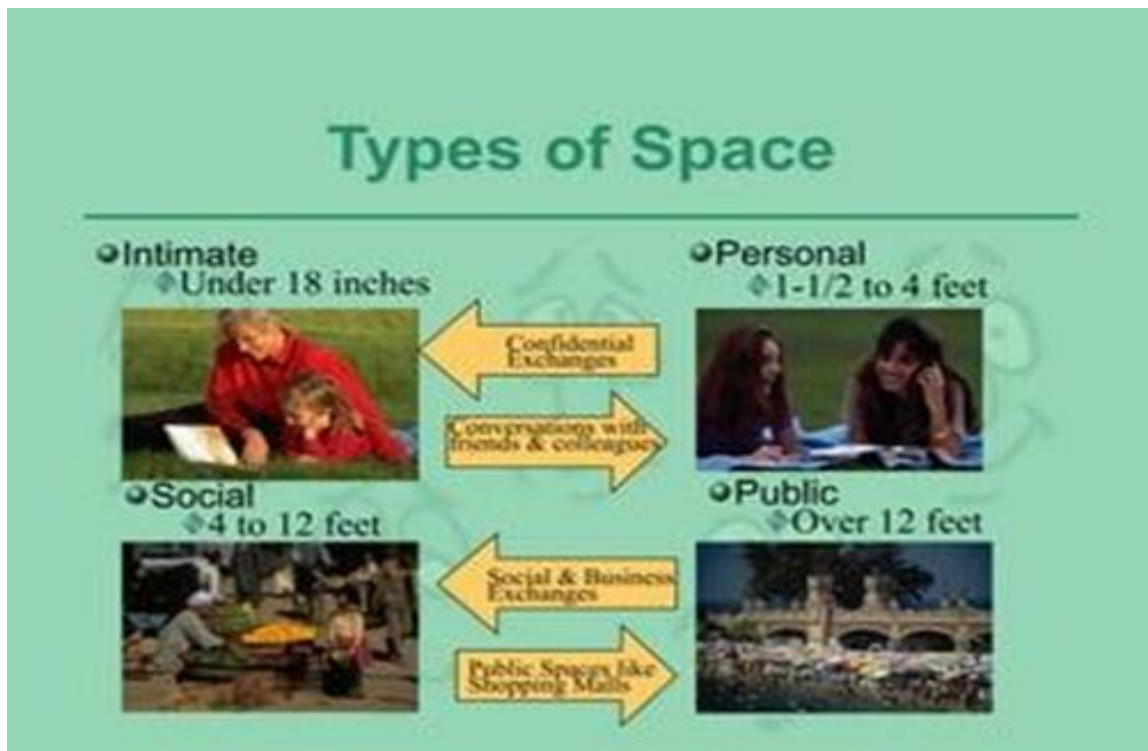
WHAT ARE THE 4 ZONES?



POSSIBLE ANSWERS:

- Intimate Zone
- Personal Space
- Social Zone
- Public Distance

SCIENCE OF PEOPLE



7. Touch:

Touch is a powerful form of nonverbal communication that can convey a wide range of messages,

emotions, and intentions. Here are some ways touch is used in nonverbal communication:

- ❖ Handshakes: Used in greetings or to establish rapport.
- ❖ Hugs: Express warmth, affection, or support.
- ❖ Pat on the back: This can signify encouragement or congratulation.
- ❖ Kisses: Typically used to express love, affection, or greeting.
- ❖ Holding hands: Indicates closeness, connection, and support.
- ❖ Cuddling: Shows intimacy and comfort between partners or loved ones.


Nonverbal Communication Type: Touch

-  In nonverbal communication, touch is also used to convey feelings and emotions
-  It includes all behaviors that involve skin, such as a pat on the back, handshakes, and a hug
-  Communicating with touch is also known as haptic communication
-  Withholding of touch may result in the communication of negative feelings
-  While communicating through touch, one must be sensitive to the cultural and personal preferences of others



How Countries Feel About Distance

- Enjoy Touching
 - ❖ Middle East
 - ❖ Latin America
 - ❖ Italy
 - ❖ Greece
 - ❖ Russia
- Don't Like Touching
 - ❖ Japan
 - ❖ U.S. and Canada
 - ❖ England
 - ❖ Australia
- Middle Ground
 - ❖ France
 - ❖ China
 - ❖ Ireland
 - ❖ India



8. Chronemics or time:

Chronemics, or the study of time as it relates to communication, is an important aspect of nonverbal communication. Here's how time can play a role in communication:

- a. Punctuality:** Being on time for appointments, meetings, or social gatherings communicates

respect for others' time and demonstrates reliability and responsibility.

b. Waiting and Response Time: The length of time one waits for a response in a conversation can convey interest, patience, or urgency. Prompt responses in communication channels like emails or text messages can signal attentiveness and efficiency.

c. Time Management: The allocation of time during interactions, such as balancing speaking and listening, can influence the flow and effectiveness of communication. Managing time efficiently during presentations or speeches helps maintain audience engagement and interest.

In summary, time plays a multifaceted role in nonverbal communication, influencing perceptions, relationships, and the effectiveness of interactions. Being mindful of chronemics and their cultural implications can enhance communication competence and foster positive relationships.

9. Vocalic and paralinguage: Vocalics, also known as paralinguage or vocal cues, refers to the nonverbal elements of speech that accompany verbal communication. These vocal cues include tone of voice, pitch, volume, rhythm, intonation, and other vocal characteristics. Here's how vocalics contribute to nonverbal communication:

- 1. The tone of Voice:** Tone conveys emotions, attitudes, and intentions. For example, a warm and friendly tone indicates friendliness, while a stern tone suggests authority or seriousness.
- 2. Pitch:** Pitch refers to the highness or lowness of the voice. Variations in pitch can convey emphasis, excitement, or indicate questions.
- 3. Volume:** Volume relates to the loudness or softness of the voice. Adjusting volume can express intensity, urgency, or emphasis.
- 4. Rhythm and Tempo:** Rhythm and tempo refer to the pace and speed of speech. Changes in rhythm can signal excitement, anxiety, or hesitation.
- 5. Intonation:** Intonation refers to the patterns of pitch variation in speech. Rising intonation often indicates a question, while falling intonation may signal completion or certainty.
- 6. Articulation and Pronunciation:** Clarity of speech and pronunciation affect how the message is received. Clear articulation enhances understanding and credibility.
- 7. Fillers and Pauses:** Fillers like "um," "uh," or pauses can convey hesitation, and uncertainty, or serve as placeholders in speech.
- 8. Accent and Dialect:** Accent and dialect reflect cultural and regional variations in speech patterns. They can influence perceptions of credibility, intelligence, or social identity.
- 9. Emphasis and Stress:** Emphasizing certain words or phrases through changes in volume, pitch, or intonation highlights key points and clarifies meaning.
- 10. Emotional Expression:** Vocalics play a crucial role in expressing emotions such as joy, sadness, anger, or excitement. Changes in vocal tone and expression reflect underlying feelings.
- 11. Regulation of Turn-Taking:** Vocal cues help regulate conversational flow, signalling when it's one's turn to speak, indicating agreement or disagreement, or showing interest or disengagement.

SUGGESTED ACTIVITIES:

Incorporating activities that focus on nonverbal communication can be both fun and educational for diploma students. Here are some engaging activities tailored for diploma-level students:

- 1. Role-Playing Scenarios:** Divide students into pairs or small groups and assign them different scenarios to act out, focusing on nonverbal cues such as facial expressions, body language, and tone of voice. For example, a job interview, a conflict resolution situation, or sales pitch.

After each role-play, encourage students to discuss the nonverbal signals they observed and how they influenced the interaction.

- 2. Gesture Guessing Game:** Prepare a list of gestures commonly used in different cultures or contexts, such as thumbs-up, crossing arms, or pointing. Have one student silently perform a gesture while the rest of the class tries to guess its meaning. This activity helps students become more aware of the diverse meanings associated with gestures and their cultural variations.
- 3. Video Analysis:** Show short video clips or movie scenes featuring various interpersonal interactions, such as interviews, negotiations, or conversations. Pause the video at key moments and ask students to analyse the nonverbal communication cues displayed by the characters. Encourage students to identify specific gestures, facial expressions, and body language cues and discuss their significance in the context of the scene.
- 4. Cultural Comparison Exercise:** Provide students with examples of nonverbal communication norms from different cultures, such as greetings, gestures, or expressions of respect. Ask students to research and compare nonverbal communication practices between different cultures, considering factors such as body language, personal space, and eye contact. Facilitate a discussion on the importance of cultural competence and sensitivity in cross-cultural communication.
- 5. Nonverbal Communication Diary:** Assign students to keep a diary or journal documenting their observations of nonverbal communication in everyday life. Encourage students to reflect on their nonverbal behaviours as well as those of others, noting the context, gestures, facial expressions, and body language cues they observe. This activity promotes self-awareness and critical reflection on the role of nonverbal communication in interpersonal interactions.

EMOTIONS

LOOK AT THE PICTURES AND WRITE THE EMOTIONS.
USE IT IN A SENTENCE.

embarrassed surprised angry confused happy scared
sad tired proud



Non Verbal Communications Worksheet

Name _____

Use words from the list as well as any others you can think of to describe e these pictures

Bored, uninterested, frightened, angry, sad, happy annoyed, disgusted, joyful, pleased, elated, excited surprised, welcoming, pleased



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;

SUPPLEMENTARY READING:

Man is a product of nature. From the beginning of life on earth, nature has, in the form water, air and food, sustained all living things. That is perhaps why most cultures across the world worship nature in the form of either mother or God. Given below are two folk tales that emphasize the virtual umbilical cord that connects all living beings with nature. Read them leisurely; recall similar stories prevalent in your families and share them with your mates in the classroom.

THE BUSHMEN

The Bushmen are one of the oldest inhabitants of Africa and have lived in the Kalahari Desert for over 20,000 years.

A long, long time ago the Creator was distributing the lands on the earth amongst various races. Some people got beautiful regions with plenty of sunshine and rain. Some were lucky to get big rivers flowing through the lands which were fertile for growing food. A few of them got thick forests rich with animals and birds. One by one the races came to the creator and went back happily to live in the land given to them. Only a tiny group of people were left. When the Creator looked on to Earth he only found a vast stretch of sandy desert left. It was a terrain that was very harsh to live in, with many difficulties. The Creator told the people that while all he could offer them was a life in the desert and the bush, he was going to give them a special gift. He would give them purity of heart and the joy of friendship. The people, now known as the Bushmen, were happy with the offer and

learnt to live and love the land they call home. Many other races have not been able to survive in much better climates and regions, but the Bushmen have continued to live in the Kalahari for thousands of years.

Moral: If you have good friends, the harshest of places can become bearable.

WHY LION IS ONLY KING OF THE FOREST

“Be careful my son.” The lioness warned her son. “Don’t keep leaving to the human’s side of the world.”

“Why?” the little cub protested. “I am the strongest animal in the world!”

His mother rubbed his head and pushed him under her chest laughing. “That’s what your great-great grandfather thought.”

“Was great, great granddad really married to a witch?” he asked.

“Yes he was, and it is from their union that all strong animals were born,” she answered.

“And we are the strongest of them all.” He bragged.

“Yes we are.” she smiled. Then added, with a stern face “But be careful of the humans. They might not be as strong as us but they are smart and almost as cunning as Anansi the spider and Mbe the tortoise.”

The young lion puffed, adamant, and murmured. “I can beat a human.”

Even though he felt he was the strongest, the young lion obeyed his mother and remained in the forest, away from humans, until he grew up and became Lion, King of the forest. Then he became bored and wanted more. He wanted to be the King of the world, not just the king of the forest.

The Lion walked into the human township, there he saw a man about to cut down a tree, and rushed to attack him.

“What are you doing?” the human asked.

“I’m going to kill you, and eat you, and I will be called the strongest in the world.” The lion announced.

“I see.” The human said. “But before you kill me, help me cut down this tree so that even though I am dead, my children can have the tree.”

The lion thought for a second, then refused. “Why should I help my meal?” he asked.

The man laughed. “You claim to be stronger than me, yet you cannot cut down a tree which I have already begun cutting.”

“I can, I just don’t want to.” He growled.

“Yes, keep telling yourself that.” the human laughed and continued cutting the tree. This annoyed the lion so much that without a second thought, he unleashed his claws and struck the tree.

It was a mighty strike, and for a second the man thought that indeed the lion had struck down the trees with its claws.

“I will -” the lion roared as he attempted to pull back his paws and strike again. Its claws were stuck in the tree.

As he was about to strike the tree, the man pulled his axe from the tree and the lion’s hand got stuck in between the trunk.

The man smiled evilly at the lion and rose his hand to strike it.

“Wait please!” the lion begged. He had heard the story of how his great, great grandfather had lost the fight against the humans for the title of King. The humans were cheaters, so they won, they attacked with weapons. “Spare my life and I’ll make a generational vow with you.”

“What vow?” asked the man

“I will never come into the townships to feed on humans and will only feed on dead humans in the forest. But while they are alive, I’ll stay away from them.”

The man liked the vow, so he cut the tree and released the Lion’s paw, so the lion kept his promise.

Long after that Lion died, his son was patrolling the edge of the forest when it saw a human lying still, he went to inspect it and found that the human was alive, just sleeping, and remembered the promise his father made to humans and walked away despite the screams of fear the human had gone into when he opened his eyes to see a lion sniffing him.

VI

"The Diary of Anne Frank" is a poignant and powerful account of a young Jewish girl's life during the Holocaust. Written by Anne Frank while she and her family were in hiding from the Nazis, the diary offers a personal and human perspective on the horrors of war, persecution, and the indomitable spirit of hope. This chapter will delve into the context, themes, and significance of Anne Frank's diary, as well as its lasting impact on literature and history.

A PAGE FROM THE DIARY OF A YOUNG GIRL

- Anne Frank

SATURDAY, JUNE 20, 1942

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

"Paper has more patience than people." I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference.

Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend.

Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem.

Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

To enhance the image of this long-awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend, and I'm going to call this friend Kitty.

Since no one would understand a word of my stories to Kitty if I were to plunge right in, I'd better provide a brief sketch of my life, much as I dislike doing so.

My father, the most adorable father I've ever seen, didn't marry my mother until he was thirty-six and she was twenty-five. My sister Margot was born in Frankfurt am Main in Germany in 1926. I was born on June 12, 1929. I lived in Frankfurt until I was four. Because we're Jewish, my father immigrated to Holland in 1933, when he became the Managing Director of the Dutch Opekta Company, which manufactures products used in making jam. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother. Margot went to Holland in December, and I followed in February, when I was plunked down on the table as a birthday present for Margot.

I started right away at the Montessori nursery school. I stayed there until I was six, at which time I started first grade. In sixth grade my teacher was Mrs. Kuperus, the principal. At the end of the

year we were both in tears as we said a heartbreaking farewell, because I'd been accepted at the Jewish Lyceum, where Margot also went to school.

Our lives were not without anxiety, since our relatives in Germany were suffering under Hitler's anti-Jewish laws. After the pogroms in 1938 my two uncles (my mother's brothers) fled Germany, finding safe refuge in North America. My elderly grandmother came to live with us. She was seventy-three years old at the time.

After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star: Jews were required to turn in their bicycles! Jews were forbidden to use street-cars! Jews were forbidden to ride in cars, even their own! Jews were required to do their shopping between 3 and 5 P.M.!

Jews were required to frequent only Jewish-owned barbershops and beauty parlors! Jews were forbidden to be out on the streets between 8 P.M. and 6 A.M.! Jews were forbidden to attend theaters, movies or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8 P.M.; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on. Jacques always said to me, "I don't dare do anything anymore, 'cause I'm afraid it's not allowed."

In the summer of 1941 Grandma got sick and had to have an operation, so my birthday passed with little celebration. In the summer of 1940 we didn't do much for my birthday either, since the fighting had just ended in Holland. Grandma died in January 1942. No one knows how often I think of her and still love her. This birthday celebration in 1942 was intended to make up for the others, and Grandma's candle was lit along with the rest.

The four of us are still doing well, and that brings me to the present date of June 20, 1942, and the solemn dedication of my diary.

Glossary:

Musings	: Thoughts or reflections
Brooding	: Deep thought about something that makes one sad, angry, or worried
Confide	: Tell someone about a secret or a private matter
Plunge	: Jump into
Plunk	: Hit
Pogrom	: An organized mass murder of a particular ethnic group
Forbid	: Refuse permission for something

Answer the following questions in about 200 words:

1. Why is Ms. Anne Frank writing a diary? Explain
2. What details of Ms. Anne Frank's family can be discerned from the text?
3. Ms. Anne Frank lists a series of 'anti-Jewish decrees' that restricted their freedom. What are they?
4. Jacques's matter of fact statement "I don't dare do anything anymore, 'cause I'm afraid it's not allowed" is a testament to the life of Jews during the II World war. Justify.

Perform the following activities in the Language Laboratory:

1. Write emails
2. Compose covering letters and notes of introduction to be attached with Resumes and use artificial intelligence tools to embellish them
3. Creative use of blogs, vlogs, podcasts for recording and sharing personal/professional experiences

Punctuation Marks : Overview

Punctuation marks are essential tools of writing, helping to clarify meaning, indicate pauses, and separate ideas. Proper use of punctuation enhances readability and comprehension, ensuring that the writer's message is conveyed accurately. This chapter introduces various punctuation marks, their rules, and practical activities designed to improve students' punctuation skills.

Objectives

- ❖ To understand the function and importance of punctuation marks in writing.
- ❖ To learn the rules and usage of common punctuation marks.
- ❖ To apply punctuation rules through engaging and practical activities.
- ❖ To improve overall writing clarity and coherence

Different Types of Punctuation Marks:

1. Period (.)
 - a. **End of Sentence:** The most common use of the period is to mark the end of a declarative or imperative sentence. For example: "I went to the store." or "Please turn off the lights."
 - b. **Abbreviations:** Periods are used to indicate abbreviations or shortened forms of words. For example: "Dr." for doctor, "etc." for et cetera, or "Mr." for mister.
 - c. **Decimal Point:** In numerical expressions, the period serves as a decimal point to separate whole numbers from fractions or decimals. For example: 3.14 or 25.5.
 - d. **Domain Names:** In internet addresses (URLs), periods are used to separate the different parts of the domain name. For example: www.example.com.
 - e. **Abbreviated Titles:** Periods are used in abbreviated titles or honorifics, such as "Mr.", "Mrs.", "Dr.", etc.
 - f. **Salutations and Closings:** In formal letter writing, periods are used after salutations (e.g., "Dear Mr. Smith,") and at the end of closing phrases (e.g., "Sincerely,").
2. Comma (,)
 - a. **Separating Items in a List:** Commas are used to separate three or more items in a list.
Example: I need to buy apples, bananas, and oranges.
 - b. **Joining Independent Clauses:** Commas can be used to join two independent clauses (complete sentences) when they are connected by a coordinating conjunction (and, but, or, nor, for, so, yet).
Example: I went to the store, and I bought some milk.
 - c. **Separating Items in Dates and Addresses:** Commas are used to separate elements in dates and addresses.
Example: She was born on January 1, 1990, in Los Angeles, California.
3. Colon (:)
 - a. **Introducing a List:** Colons are used to introduce a list, especially when the list items are preceded by a complete sentence.
Example: Please bring the following items to the meeting: notebooks, pens, and laptops.
 - b. **Introducing an Explanation or Expansion:** Colons can be used to introduce an explanation, elaboration, or expansion of the preceding clause.
Example: There was one thing on her mind: the upcoming exam.

- c. **Introducing Quotations in Formal Writing:** Colons are used to introduce quotations, especially in formal writing.
Example: The teacher quoted Shakespeare's famous line: "To be, or not to be: that is the question."
 - d. **Introducing Time:** Colons can be used to separate hours from minutes in time notation.
Example: The meeting will start at 9:00 a.m.
 - e. **Introducing Direct Speech or Dialogue:** Colons can be used to introduce direct speech or dialogue.
Example: She turned to him and said: "I'll be there in a minute."
 - f. **Introducing Explanations in Business Writing:** Colons are often used in business writing to introduce explanations or details following headings or subheadings.
Example: "Project Management: Key Concepts and Strategies"
4. Semicolon (;)
- a. **Joining Independent Clauses:** Semicolons can be used to join two independent clauses (complete sentences) that are closely related in meaning but could stand alone as separate sentences.
Example: She finished her work early; however, she decided to stay late to help her colleague.
 - b. **Separating Items in a List:** Semicolons can be used to separate items in a list when the items themselves contain commas.
Example: For dinner, we had pasta with tomato sauce; a green, leafy salad; and garlic bread.
5. Dash (-)
- a. **Marking a Range or Interval:** Dashes can be used to mark a range or interval between numbers, dates, or other values.
Example: The event will take place on May 15—June 1, 2022.
 - b. **Replacing Other Punctuation:** Dashes can replace other punctuation marks, such as commas, colons, or semicolons, to create a stronger break in the sentence.
Example: She bought everything on her shopping list—milk, bread, eggs, and cheese.
6. Hyphen (-)
- a. **Joining Compound Words:** Hyphens are used to join compound words, especially when they function together as a single adjective before a noun.
Example: well-known, high-quality, long-term
 - b. **Creating Compound Adjectives:** Hyphens are used to create compound adjectives when two or more words are combined to modify a noun.
Example: time-saving technique, cost-effective solution, state-of-the-art technology
 - c. **Joining Prefixes to Words:** Hyphens are used to join prefixes to words to avoid confusion or clarify meaning.
Example: non-English-speaking, anti-inflammatory, pre-employment
 - d. **Joining Numbers and Words:** Hyphens are used to join numbers and words in compound numbers or fractions.
Example: thirty-five, twenty-one, three-fourths
 - e. **Indicating a Range:** Hyphens are used to indicate a range of numbers, dates, or times.
Example: pages 10-15, January 1-5, 9:00 a.m.-5:00 p.m.
 - f. **Linking Words in a Phrase:** Hyphens can be used to link words in a phrase for clarity or emphasis.
Example: mother-in-law, part-time, six-pack
 - g. **Clarifying Compound Nouns:** Hyphens are used to clarify compound nouns to ensure proper understanding.
Example: re-cover (to cover again) vs. recover (to regain)
 - h. **Expressing Compound Modifiers:** Hyphens are used to express compound modifiers when a noun is combined with a present or past participle.

Example: tax-free income, well-dressed woman, time-saving method

- i. **Joining Prefixes to Proper Nouns:** Hyphens are used to join prefixes to proper nouns.
Example: anti-American, pro-European

7. Apostrophe (')

- a. **Indicating Possession:** Apostrophes are used to indicate possession or ownership.
Example: The dog's tail wagged happily. (singular possession)
Example: The students' books were neatly stacked on the shelf. (plural possession)
- b. **Contractions:** Apostrophes are used in contractions to indicate missing letters or sounds when combining two words.
Example: It's (it is) a beautiful day.
Example: I can't (cannot) wait to see you.
- c. **Indicating Omissions in Dates or Numbers:** Apostrophes are used to indicate omitted numbers or letters in dates or years.
Example: '90s (1990s)
Example: '70s (1970s)
- d. **Forming Plurals of Letters, Symbols, or Words Referred to as Words:** Apostrophes are used to form plurals of letters, symbols, or words when they are referred to as words.
Example: Mind your p's and q's.
Example: There are too many and's in this sentence.
- e. **Indicating Omissions in Informal Writing or Speech:** Apostrophes are sometimes used in informal writing or speech to indicate omitted letters or sounds.
Example: I'm (I am) going to the store.
Example: They're (they are) coming over later.
- f. **Indicating the Possessive Form of Singular and Plural Nouns Ending in "s":** Apostrophes are used to indicate possession for singular and plural nouns ending in "s."
Example: Charles's car is parked outside. (singular possessive)
Example: The girls' toys were scattered across the room. (plural possessive)

8. Question Mark (?)

- a. **Indicating Direct Questions:** Question marks are used to indicate direct questions, that is, sentences that seek information or clarification.
Example: What is your name?
Example: How do you spell that word?
- b. **Indicating Uncertainty or Doubt:** Question marks can be used to indicate uncertainty or doubt, especially in rhetorical questions.
Example: Who knows what the future holds?
Example: Why would anyone do such a thing?
- c. **Expressing Surprise or Emphasis:** Question marks can be used to express surprise or emphasis in informal writing or dialogue.
Example: You did what?
Example: They said what?!
- d. **Marking Tag Questions:** Question marks are used to mark tag questions, which are short questions added to the end of a statement to seek confirmation or agreement.
Example: You're coming with us, aren't you?
Example: It's a beautiful day, isn't it?

9. Exclamation Point (!)

- a. **Expressing Strong Emotions:** Exclamation marks are used to express strong emotions such as excitement, surprise, anger, or joy.
Example: Wow! That was amazing!
Example: Ouch! That hurt!

- b. **Expressing Urgency or Command:** Exclamation marks are used to express urgency or to give commands.
Example: Run! The building is on fire!
Example: Stop! Don't touch that!
- c. **Expressing Surprise or Amazement:** Exclamation marks are used to express surprise or amazement.
Example: What a surprise to see you here!
Example: Look at that! It's incredible!
- d. **Marking Interjections:** Exclamation marks are used to mark interjections, which are words or phrases that express emotion or add emphasis to a statement.
Example: Oh no! I forgot my keys.
Example: Yikes! That was close.
- e. **Concluding Imperative Sentences:** Exclamation marks are use used to conclude imperative sentences (commands) when they express strong emotion or urgency.
Example: Get out of here now!
Example: Help me!

10. Quotation Marks (“ ”)

- a. **Quoting Direct Speech:** Quotation marks are used to enclose direct speech or dialogue, indicating the exact words spoken by someone.
Example: She said, "I'll be there at 5 o'clock."
- b. **Quoting Titles of Short Works:** Quotation marks are used to enclose the titles of short works such as articles, poems, short stories, and songs.
Example: I just read "The Raven" by Edgar Allan Poe.
- c. **Quoting Directly from a Source:** Quotation marks are used to enclose verbatim quotations from written sources such as books, articles, or websites.
Example: According to the article, "The economy is expected to grow by 3% this year."
- d. **Quoting Titles of Chapters or Episodes:** Quotation marks are used to enclose the titles of chapters, episodes, or sections within longer works.
Example: I just finished reading "The Chamber of Secrets" from Harry Potter.

Activities:

1. Students can insert punctuation marks such as periods, commas, colons, semicolons, and others to make the passage clear and grammatically correct.

Sarah had always dreamed of visiting Paris the city of love and lights she finally had the chance to make her dream come true she packed her bags booked her flight and set off on her adventure when she arrived she was amazed by the beauty of the Eiffel Tower standing tall and majestic in the heart of the city she couldn't wait to explore the famous museums such as the Louvre and Orsay she also planned to stroll along the Seine River and enjoy a croissant at a quaint café on her last day she met a friendly local named Pierre who showed her hidden gems of the city and gave her a unique experience Sarah returned home with unforgettable memories and a deep love for Paris

2. Students can correct the wrongly punctuated paragraph using correct punctuation marks such as periods, commas, colons, semicolons, and others to make the passage clear and grammatically correct.

When jessica arrived at the conference, she was surprised to see so many people. wow this is a huge event she thought As she looked around she saw familiar faces from previous conferences she had attended. however she couldn't find her friend Mark who had promised to meet her at the entrance Suddenly, she heard someone calling her name, it was Mark I'm sorry I'm late he said I got stuck in traffic they quickly found their seats and the conference began it was a day full of insightful talks networking opportunities and new ideas.

Answer

When Jessica arrived at the conference, she was surprised to see so many people. "Wow, this is a huge event," she thought. As she looked around, she saw familiar faces from previous conferences she had attended. However, she couldn't find her friend Mark, who had promised to meet her at the entrance. Suddenly, she heard someone calling her name; it was Mark. "I'm sorry I'm late," he said. "I got stuck in traffic." They quickly found their seats, and the conference began. It was a day full of insightful talks, networking opportunities, and new ideas.

Professional Correspondence:

1. Covering letter for Resume
2. Letters to the editor, higher officers, letters of complaint, business letters
3. Email Writing : Personal and Official Correspondence

SUPPLEMENTARY READING:

Following is an excerpt from a novel named *Swamy and Friends*, written by R K Narayan. It depicts the life of a school going boy hobnobbing with his friends and getting involved in a series of adventures on a daily basis. In stark contrast to the story of Anne Frank, Swamy's life is marked by innocence and mild recklessness. Both of them are witness to the process of struggle for freedom; while Anne exhibits a rare sense of maturity, Swamy just about manages to ride the popular wave. Their situation couldn't be much different than chalk and cheese.

SWAMY'S DAY OUT

- R K Narayan

ON THE 15th of August 1930, about two thousand citizens of Malgudi assembled on the right bank of Sarayu to protest against the arrest of Gauri Sankar, a prominent political worker of Bombay. An earnest-looking man clad in khaddar stood on a wooden platform and addressed the gathering. In a high, piercing voice, he sketched the life and achievements of Gauri Sankar; and after that passed on to generalities: 'We are slaves to-day,' he shrieked, 'worse slaves than we have ever been before. Let us remember our heritage. Have we forgotten the glorious periods of Ramayana and Mahabharata? This is the country that has given the world a Kalidasa, a Buddha, a Sankara. Our ships sailed the high seas and we had reached the height of civilization when the Englishman ate raw flesh and wandered in the jungles, nude.

But now what are we?' He paused and said on the inspiration of the moment, without troubling to verify the meaning: 'We are slaves of slaves.' To Swaminathan, as to Mani, this part of the speech was incomprehensible. But five minutes later the speaker said something that seemed practicable: 'Just think for a while. We are three hundred and thirty-six million, and our land is as big as Europe minus Russia. England is no bigger than our Madras Presidency and is inhabited by a handful of white rogues and is thousands of miles away. Yet we bow in homage before the Englishman!

Why are we become, through no fault of our own, docile and timid? It is the bureaucracy that has made us so, by intimidation and starvation. You need not do more. Let every Indian 'Gandhi ki Jai!' shouted Swaminathan involuntarily, deeply stirred by the speaker's eloquence at this point. He received a fierce dog from Mani, who whispered: 'Too! Why can't you hold your tongue?' Swaminathan asked: 'Is it true? Which?'

'Spitting and drowning the Europeans.'
'Must be, otherwise, do you think that fellow would suggest it?'
'Then why not do it? It is easy.'

'Europeans will shoot us, they have no heart,' said Mani.

This seemed a satisfactory answer, and Swaminathan was about to clear up another doubt, when one or two persons sitting around frowned at him. For the rest of the evening Swaminathan was caught in the lecturer's eloquence; so was Mani. With the lecturer they wept over the plight of the Indian peasant; resolved to boycott English goods, especially Lancashire and Manchester cloth, as the owners of those mills had cut off the thumbs of the weavers of Dacca muslin, for which India was famous at one time. What muslin it was, a whole piece of forty yards could be folded and kept in a snuff box! The persons who cut off the thumbs of such weavers deserved the worst punishment possible. And Swaminathan was going to mete it out by wearing only khaddar, the rough homespun. He looked at the dress he was just then wearing, in chagrin. 'Mani,' he said in a low voice, 'have you any idea what I am wearing?'

Mani examined Swaminathan's coat and declared: 'It is Lancashire cloth.' 'How do you know it?' Mani glared at him in answer. 'What are you wearing?' asked Swaminathan.

'Of course khaddar. Do you think I will pay a pie to those Lancashire devils? No. They won't get it out of me.' Swaminathan had his own doubts over this statement. But he preferred to keep quiet, and wished that he had come out nude rather than in what he believed to be Lancashire cloth.

A great cry burst from the crowd: 'Bharat Matha ki Jai!' And then there were cries of 'Gandhi ki Jai!' After that came a kind of mournful 'national' song. The evening's programme closed with a bonfire of foreign cloth. It was already dark. Suddenly the darkness was lit up by a red glare. A fire was lighted. A couple of boys wearing Gandhi caps went round begging people to bum their foreign cloth. Coats and caps and upper cloth came whizzing through the air and fell with a thud into the fire, which purred and crackled and rose high, thickening the air with smoke and a burnt smell. People moved about like dim shadows in the red glare. Swaminathan was watching the scene with little shivers of joy going down his spine. Somebody asked him: 'Young man, do you want our country to remain in eternal slavery?'

'No, no,' Swaminathan replied. 'But you are wearing a foreign cap.'

Swaminathan quailed with shame. 'Oh, I didn't notice he said and removing his cap flung it into the fire with a feeling that he was saving the country.'

Early next morning as Swaminathan lay in bed watching a dusty beam of sunlight falling a few yards off his bed, his mind, which was just emerging from sleep, became conscious of a vague worry. Swaminathan asked himself what that worry was. It must be something connected with school. Homework? No. Matters were all right in that direction. It was something connected with dress. Bonfire, bonfire of clothes. Yes. It now dawned upon him with an oppressive clearness that he had thrown his cap into the patriotic bonfire of the previous evening; and of course his father knew nothing about it.

What was he going to wear for school to-day? Telling his father and asking for a new cap was not practicable. He could not go to school bare-headed.

'I won't go to school,' Swaminathan said, greatly relieved at this unexpected solution to his cap problem.

On the flash of a bright idea, as soon as father came home, even before taking off his coat, he called mother and gave her a summary of the day's events. He spoke with a good deal of warmth. Turning to Swaminathan he said, 'I heard, that schoolboys have given a lot of trouble, what did you do? There was a strike...' replied Swaminathan and discovered here an opportunity to get his cap problem solved. He added, 'Oh, the confusion! You know, somebody pulled off the cap that I was wearing and tore it to bits.... I want a cap before I start for school tomorrow.'

Who was he?' rather asked.

'I don't know, some bully in the crowd.'

'Why did he do it?'

'Because it was foreign....'

Who said so? I paid two rupees and got it from the Khaddar Stores. It is a black khaddar cap. Why do you presume that you know what is what?'

'I didn't do anything. I was very nearly assaulted when I resisted.'

'You should have knocked him down. I bought the cap and the cloth for your coat on the same day in the Khaddar Stores. If any man says that they are not khaddar, he must be blind.'

'People say that it was made in Lancashire.'

'Nonsense. You can ask them to mind their business. And if you allow your clothes to be torn by people who think this and that, you will have to go about naked, that is all. And you may also tell them that I won't have a pie of mine sent to foreign countries. I know my duty. Whatever it is, why do not you urchins leave politics alone and mind your business? 'We have enough troubles in our country without you brats messing up things...'

SAMPLE QUESTION FOR CIE THEORY TESTS

UNIT	QUESTIONS	CL	PO	CO	PO MAP
I	1. Justify the statement: "Elon Musk is a risk taker".	L4	6, 7	1	3
	2. Explain in brief the struggles faced by Elon Musk during his career.	L2	6, 7	1	2
	3. List any five of Elon Musk's achievements. Provide details about any one of them.	L1	6, 7	1	1
	4. What differentiates Elon Musk from other global entrepreneurs?	L5	6, 7	1	2
	5. With the help of your teacher, document how SpaceX, Tesla and Hyperloop have revolutionised human life in the 21 st century.	L3	6, 7	3	3
	6. Using the information available in the text, write a character sketch of Elon Musk.	L5	6, 7	3	3
	7. Briefly define the working of any two of the following: <i>Tesla Cybertruck/The Boring Company/Tesla Superchargers/Tesla AutoPilot/Neuralink.</i>	L1	6, 7	1	1
	8. Elon Musk is among the richest individuals on earth. In the United States, he started from the scratch and made it to the top due to his sheer grit, resolve and smart work. Think of a similar example from India	L2	6, 7	1	1
II	1. Is the writer angry or amused about the societal practices in his village? Explain with examples.	L3	6, 7	1	1
	2. How does superstition play an important role in the daily life of the villagers? Quote two instances.	L2	6, 7	2	2
	3. Based on your reading of the text, elaborate the statement: "Nature is an integral part of life in the villages".	L3	6, 7	3	3
	4. "The man who was possessed by the deity was exploiting the innocence of his fellowmen." Explain.	L5	6, 7	3	3
	5. Do you think the villagers were really innocent and unaware of trickery? Justify your answer with examples from the text.	L2	6, 7	3	3
III	1. Though the poem refrains from naming them explicitly, it is understood that there are clear references to many machines. Name any five such and explain their functions.	L1	6, 7	3	1
	2. "Everything that a man does is done by machines too". Elucidate.	L6	6, 7	3	3
	3. This poem was written in the year 1911. However, the meaning of these lines remains true even today. Do you think all good works of literature have this quality of 'timelessness' in them? Explain with examples.	L3	6, 7	3	2

	<p>4. Can man made machines have feelings? Can they distinguish between good and bad? Read the penultimate paragraph of the poem and justify your answer.</p> <p>5. The whole poem highlights and appreciates the abilities of the machines; however, the following two lines reflect an opposite feeling: <i>c. We are everything on earth – except the Gods</i> <i>d. We are nothing more than children of your brain</i> How do you explain this dichotomy?</p> <p>6. We are living in the age of Artificial Intelligence, Machine Learning and Augmented Reality. We are surrounded by machines in all spheres of our life. In light of this fact, analyse the poem as a commentary on present day.</p>	L4	6, 7	3	3
		L6	6, 7	3	3
		L5	6, 7	3	3
IV	<p>1. Explain in brief the concept of Cybercrime.</p> <p>2. Name any five types of online threats. What signs can indicate whether you have been a victim of these threats?</p> <p>3. With proper examples, write a short note on any two types of common cybercrimes.</p> <p>4. List any two instances of cybercrimes that happened in the 20th century. How were they executed and for what reasons?</p> <p>5. Explain in brief the types of video forgery that is prevalent in the present day.</p> <p>6. How can we protect ourselves from falling victim to cybercrimes?</p> <p>7. “Internet is a boon as well as a bane”. Explain.</p> <p>8. With the help of your teacher, write short introductions about i. Cookies j. Firewall k. Hacking l. Keylogger m. Big Data Analysis n. Internet of Things o. Social Engineering p. Artificial Intelligence and Machine Learning</p> <p>9. What are some infamous cases of cybercrimes reported in the last decade? Use the internet to find out the <i>modus operandi</i> and the damage caused by them. Concentrate on instances involving innocent children and youth. Eg: Bluewhale Challenge, Cinnamon Challenge etc.</p> <p>10. From the reading of the text and your experience of using the internet on computers and phones, list ten good practices that will help you stay away and safe from the threats of cybercrimes.</p>	L1	6, 7	1	1
		L1	6, 7	1	1
					1
		L2	6, 7	1	1
		L2	6, 7	3	2
		L3	6, 7	1	1
		L3	6, 7	1	3
		L4	6, 7	1	1
					1
		L1	6, 7	3	1
		L2	6, 7	1	2

V	1. Prepare a biographical sketch of Ms. Licypriya Kangujam using the details available in the interview.	L3	6, 7	1	3
		L1	6, 7	1	1
	2. What events/circumstances inspired Ms. Kangujam to take up climate activism?	L4	6, 7	1	2
	3. Ms. Kangujam says that "Climate change has no border". Explain.	L2	6, 7	1	2
	4. How can schools and students help in shaping a sustainable climate, as per Ms. Kangujam?	L3	6, 7	1	1
	5. Write a short on SUKIFU.	L4	6, 7	3	3
	6. Can India fight the ill effects of climate change without any support? Why/Why not?	L3	6, 7	1	1
	7. Summarise in your own words Ms. Kangujam's views about climate change.				
VI	8. With the help of your teacher, write short note on: a. Chipko Movement b. Bishnoi Movement c. Silent Valley Movement d. Salumarada Thimmakka e. Narmada Bacaho Andolan	L1	6, 7	1	1
	1. Why is Ms. Anne Frank writing a diary? Explain	L1	6, 7	1	1
	2. What details of Ms. Anne Frank's family can be discerned from the text?	L1	6, 7	1	1
	3. Ms. Anne Frank lists a series of 'anti-Jewish decrees' that restricted their freedom. What are they?	L2	6, 7	1	1
	4. Jacques's matter of fact statement "I don't dare do anything anymore, 'cause I'm afraid it's not allowed" is a testament to the life of Jews during the II World war. Justify in light of your reading of Anne Franks's diary.	L4	6, 7	3	3

- L1 : **Remember** Identification and recall of course concepts learned
- L2 : **Understand** Ability to grasp the meaning of the material
- L3 : **Apply** Demonstrating a grasp of the material by solving problems and creating projects
- L4 : **Analyze** Finding patterns and trends in the course material
- L5 : **Synthesize** The combining of ideas or concepts to form a working theory
- L6 : **Evaluate** Making judgments based on the information students have learned as well as their own insights

Seminars/Assignments on the textual topics covered from Week 1 to 12 OR specific activities evaluated during Week 3 and Week 8 may be used for awarding marks under Portfolio Evaluation	A set of students shall present a chosen topic from the text and the rest shall interact with them in turns and vice versa	Preparation of a comprehensive report on the topics covered till date, with student inputs and feedback recorded in writing. Content, Style, Format and Syntax of Report Writing to be made aware to and
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followed by students

SAMPLE QUESTION FOR CIE PRACTICAL TESTS

Unit	Questions	CL	PO	CO	PO Map
1	1. Access an e-paper from on the internet. Read any news item that you find interesting and type a summary of the same using MS Word.	L3	6, 7	3	1
	2. Using a template from Google Docs, prepare a Resume for a friend named Dhanvika who has just completed her Diploma education. Use your imagination to fill in the relevant details.	L3	6, 7	3	1
	3. Create your LinkedIn profile.	L3	6, 7	2	3
	4. Demonstrate the use of any three tools: Google Slides, WordUp, Memrise, Quizlet, Visuwords, Anki	L3	6, 7	3	2
	5. Use Microsoft Powerpoint to prepare a presentation about the achievements of your college in the past five years.	L5	6, 7	3	1
2	1. You are visiting a bank to open an account. Pen an imaginary conversation that you might have with the bank manager regarding the same.	L3	6, 7	1	1
	2. Watch the video being displayed on screen. Note down ten important points that you can glean out of the video and prepare a short summary in about 100 words.	L2	6, 7	2	1
	3. Demonstrate the use of voice-to-text conversion feature using a tool of your choice. Prepare a document of not less than 100 words using the same.	L3	6, 7	3	3
	4. How important is body language in ensuring successful communication? Explain what is gesture, posture and image.	L2	6, 7	1	3
	5. Listen to the speech being played and answer the following questions: a. b. c. d. e.	L2	6, 7	3	1
3	1. Draft a Circular to be sent across all the students of your college informing them about the programmes scheduled for the Annual Day function. Use any MS Office tool of your choice.	L3	6, 7	1	1
	2. Write an Announcement regarding an Inter College Quiz competition being organized by the Students' Union. Use MS Powerpoint/Google Slide.	L3	6, 7	1	2
	3. A meeting was held at your college to finalize the schedule of activities for the academic year in which all lecturers and members of the College Governing Council were present. Assuming the discussions that have taken place, prepare the Minutes of Meeting.	L3	6, 7	1	2
	4. Use ChatGPT to generate a report on the natural calamities that have troubled your city in the last five years.	L4	6, 7	3	3
	5. Using a tool of your choice, explain in detail any five technical words/jargons that are specifically and uniquely used in your	L3	6, 7	2	3

	branch of study.				
4	1. Schedule a google meet, share the link through email and demonstrate the use of any five controls available for you as the host of the meeting.	L4	6, 7	3	1
	2. Prepare a presentation using a tool of your choice highlighting the dangers of online fraud. Use real life instances to reiterate your point of view.	L3	6, 7	3	3
	3. An awareness campaign is being arranged in your campus about the importance of cybersecurity. Design a poster using any offline/online tool of your choice.	L4	6, 7	2	2
	4. Compile a list of online frauds that students and the elderly are generally susceptible to. Explain them in brief using a word processing tool of your choice.	L2	6, 7	1	3
	5. Prepare a google form that will collect, organize and analyze the food choice of your classmates. Use a minimum of ten simple questions with four possible answers accessible through a drop-down menu.	L3	6, 7	3	2
5	1. Prepare a set of questions that you might be asked while attending an interview for the post of a Floor Supervisor at Bosch India Pvt Ltd. Write answers for the same. Use a tool of your choice available on a computer.	L5	6, 7	3	1
	2. You are Ms. Maitreyi, an IITian. Using MS Word, answer the following interview questions: a. Introduce yourself b. Why should we hire you? c. Where would you like to see yourself in the next ten years?	L3	6, 7	1	3
	3. Use the AI tool available in Wadhvani CoPilot/similar platform to attend a simulated interview.	L4	6, 7	3	2
	4. Highlight the importance of Eye contact, self-grooming, personal space, tone and pitch in the communication process.	L3	6, 7	1	3
	5. Record a video while talking in English about your personal and professional achievements till now. Concentrate on online meeting etiquettes/netiquettes. Watch the video with your teacher and comment on your shortcomings.	L3	6, 7	3	1
6	1. Send an email to your friend inviting him to attend your House warming ceremony. Give verbal directions that would help him identify the route to your house.	L3	6, 7	1	1
	2. Using a tool of your choice write a letter to the Principal requesting him to provide canteen facilities in your college. Justify your demand citing the problems currently being faced by the students on the campus.	L2	6, 7	3	1
	3. You are seeking an internship with Infosys India Pvt Ltd and have prepared a Resume for the same. Draft a covering letter that would be accompanying your Resume.	L2	6, 7	1	2
	4. You have taken part in a NCC camp that was held at Mysore				

	for fifteen days. Write an imaginary journal documenting your experience over this period. Use an online tool for the same.	L4	6, 7	1	1
	5. Assuming that you are the proprietor of Parnika Associates, Mysuru, write a Note of Introduction/Recommendation for an enterprising and highly successful employee of yours who is seeking to move abroad.	L3	6, 7	1	2

Suggested Activities

1. Vocabulary Building

Activity: Word Maps

- ❖ Objective: Expand and deepen vocabulary knowledge.
- ❖ Description: Choose a new word and create a word map. Write the word in the center of a page and draw lines connecting it to related words, synonyms, antonyms, and examples of sentences using the word.
- ❖ Example: For the word "resilient," connect it to words like "strong," "flexible," "recovery," and "adaptable."

Activity: Word Journal

- ❖ Objective: Track and learn new words.
- ❖ Description: Maintain a journal where students write down new words they encounter. They should include the definition, a sentence using the word, and any synonyms or antonyms.

2. Reading Comprehension

Activity: Story Mapping

- ❖ Objective: Improve comprehension of narrative structure.
- ❖ Description: After reading a story, students create a story map outlining the main characters, setting, plot, conflict, and resolution.
- ❖ Example: For a story like "Cinderella," the map would include Cinderella (character), her home (setting), the ball (event), the stepmother's cruelty (conflict), and the prince finding her (resolution).

Activity: Question-Answer Relationships (QAR)

- ❖ Objective: Develop critical thinking and comprehension skills.
- ❖ Description: Teach students the four types of questions: Right There (literal), Think and Search (inferential), Author and You (interpretive), and On Your Own (applied). Have them identify and answer each type of question after reading a text.
- ❖ Example: For a passage about climate change, Right There questions might ask for specific facts mentioned, while Author and You questions could ask for interpretations based on the information provided.

3. Writing Skills

Activity: Creative Story Starters

- ❖ Objective: Enhance creativity and narrative skills.
- ❖ Description: Provide students with unique story starters and ask them to write a short story based on it.
- ❖ Example: "You wake up one morning to find that you have the ability to talk to animals. What happens next?"

Activity: Peer Review Workshops

- ❖ Objective: Improve writing through feedback and revision.
- ❖ Description: Have students write drafts of an essay or story, then exchange papers with a partner for feedback. Students should focus on aspects like clarity, grammar, and structure.
- ❖ Example: After writing a persuasive essay, students review each other's work, providing constructive criticism and suggestions for improvement.

4. Speaking and Listening Skills

Activity: Debate Teams

- ❖ Objective: Develop critical thinking, speaking, and listening skills.
- ❖ Description: Organize students into teams and assign them different sides of a debate topic. Allow preparation time, then conduct the debate, with each side presenting arguments and rebuttals.
- ❖ Example: Debate topic: "Should school uniforms be mandatory?"

Activity: Listening Comprehension Exercises

- ❖ Objective: Enhance listening skills.

- ❖ Description: Play an audio clip or read a passage aloud and then ask students to answer questions or summarize what they heard.
- ❖ Example: Play a short news segment and have students write a brief summary of the main points.

5. Critical Thinking and Analysis

Activity: Socratic Seminars

- ❖ Objective: Foster deep discussion and critical thinking about texts.
- ❖ Description: Arrange students in a circle and have them discuss a piece of literature or an article, asking open-ended questions to encourage deep analysis and multiple perspectives.
- ❖ Example: Discuss themes and character motivations in a novel like "To Kill a Mockingbird."
- ❖ Activity: Compare and Contrast Essays
- ❖ Objective: Develop analytical writing and thinking skills.
- ❖ Description: Assign topics or texts for students to compare and contrast, highlighting similarities and differences and discussing their significance.
- ❖ Example: Compare and contrast the themes of friendship in "Charlotte's Web" and "Harry Potter."

Unitwise Activities to be conducted exclusively in Language Laboratories

Unit	Concepts	Laboratory Activity
1	Composition, Documentation Elucidation, Presentation and Research	Use of Microsoft Word/Google Docs/Microsoft Powerpoint/Google Slides/WordUp, Memrise, Quizlet, Visuwords, Anki similar open source tools, use of internet to access various news portals and e-papers and magazines and LinkedIn, Facebook, Reddit profiles
2	Listening, Speaking, Verbal and Nonverbal skills	LingQ, FluentU, Speechling, YouTube, Spotify, Elsa Speak, Speechify, Spechnotes, Mozilla DeepSpeech, Descript etc for training students to practice simple conversational exercises.
3	Note taking, Official Communiques and presentation	Notepad, Microsoft OneNote, GoogleKeep, EverNote, Noteful, Obsidian, Gemini AI, Meta AI and ChatGPT for synthesis of various official communiques through input of bare points and Microsoft Powerpoint/Google Slides/similar open source presentation tools for effectively presenting official communication documents
4	Tools and etiquettes of Online Communication, Cyber crime	Google Meet, Microsoft Teams, WhatsApp, Telegram, YouTube
5	Interview Preparations, Body language	Wadhvani CoPilot, ChatGPT, Doulingo, Replika, YouTube,
6	Professional communication and correspondence	Emails, covering letters and notes of introduction, blogs, vlogs, podcasts using offline and online tools

Equipment/Software list with Specification for a batch of 30 students

Sl. No.	Particulars	Specification	Quantity
1	Desktop Computers (All in ones preferred)	Core i7 and above 16GB RAM 1TB ROM Windows 11+	31
2	Headphones with mic	Sony MDR ZX110AP Wired Headset with In-line remote and mic for hands-free calls	31
3	Multimedia Speakers	Sony SA-D40 4.1 Channel Speaker, 80 Watts	1 Set
4	Ink Tank Colour Printer	HP 790 Ink Tank Multifunction Colour Wi-Fi Printer	1
5	UPS	As per the power needs for the above setup (10KV)	1
6	Digital Projector Ceiling-mounted with brackets and installation	Epson EB695Wi	1
7	LAN/WiFi with High Speed Internet connection		31
8	Language Lab Modules/Softwares Robotel/ SPEARS Language Lab/ iTell Digi Language Lab/ Digital Teacher OR similar		
9	<p>Books for Reference</p> <ol style="list-style-type: none"> 1. Daniel Jones. The Pronunciation of English. Cambridge: Cambridge University Press,1956. 2. James Hartman et al. Ed. English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. 3. Rajesh Kumar et al. English Language Communication Skills: Lab Manual cum Workbook. Cengage: Cengage Learning India Pvt. Ltd, 2019. 4. Kandula Nirupa Rani et al. Speak Well. Orient BlackSwan: Orient BlackSwan Private Limited, 2012. 5. J.D.O'Connor. Better English Pronunciation. Cambridge: Cambridge University Press, 1980. 6. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan: Orient BlackSwan Private 		

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