


Ref: VC-2939 Feb 2, 2021

Sub: Plan of Academic writing program -reg

The following committee members met on February 22, 2021 at DSW office and discussed the modalities to start these programs A) Academic writing programme for Post Graduate students, B) Academic writing programme for Research students, C) Soft skills course taking financial support from IoE. Initial these programs can be operated for SC, ST, OBC (Non-creamy layer) and Minority communities if it sanctioned from IoE.

Prof. S. Rajagopal (Chairperson)

 18/3/2021

Dr. Santosh R Kanade, DSW (Member)

 18/3/2021

Ms. Jyothi Hymavathi Devi, Coordinator, Remedial Coaching Programme (Member)

 18/3/2021

Mr. Satish, DSW Office (Convener)

on leave

The plan of action and other modalities are given in the enclosed document.

Further, the committee decided that **Mrs. Jyothi Hymavathi Devi**, Coordinator remedial coaching program will take care of the operational part of this program with the support of IoE.

For further communication please contact Mrs. Jyothi Hymavathi Devi, Coordinator remedial coaching program.

The Proposal for the Introduction of Courses in Academic Writing and Soft Skills under IoE

This is a proposal to introduce programmes in Academic writing and Soft skills. It is being submitted at the behest of IoE. The programmes are proposed to be conducted under the aegis of the Remedial Coaching Programme. The University of Hyderabad has been conducting Spoken English and Grammar course under the UGC Remedial coaching scheme for quite some time. The proposal suggests three courses: (a) an Academic writing programme (two separate courses for PG and Ph D students) and (b) a Soft skills course.

1. Proposer of the Courses:

The Committee to look into UGC Remedial English Course proposes the above courses. The committee constitutes the following members.

Prof. S. Rajagopal (Chairperson)

Prof. B. Nagarjuna, DSW (Member)

Ms. Jyothi Hymavathi Devi, Coordinator, Remedial Coaching Programme (Member)

Mr. Satish, DSW Office (Convener)

The committee met on February 22, 2021 at DSW office and discussed the modalities to initiate the programs, a) Academic writing programme for Post Graduate students, b) Academic writing programme for Research students, c) Soft skills course, taking financial support from IoE. Please go through the details given below.

2. Basic information of the proposed courses:

2. 1. Course Titles: The titles of the courses proposed are:

- A. Academic writing programme for Post Graduate students
- B. Academic writing programme for Research students
- C. Soft skills course.

3. Nature of development of the programmes:

The above mentioned programmes are meant to be started with the support of IoE.

4. Justification for the Programmes:

4. 1.1. Academic writing:

Academic writing has an immense importance in the world of academics as it can impart the necessary knowledge and experience to the students in conveying the knowledge that they acquire in their respective academic fields. Most of the times, students in the universities lack the academic writing skills which can pave a way to their bright future. The academic writing programme has a high value in enhancing the employability of the students in universities by refining the necessary writing skills of the students.

The Academic writing programme is most useful for the students in writing their assignments, research papers for publications, and in dissertation/thesis writing. With the knowledge of academic writing, the students will be able to critically think, analyse, and convey the understanding of their own subjects. They will learn an appropriate technique and style for conveying their views in their chosen academic field. This programme focuses on clarity, focus, and structure of the students' writing. The critical thinking and objectivity that the programme imparts, in turn, can enhance research skills of the students. Therefore, two separate courses are proposed for the students of UoH at PG and research levels as the academic needs of the students in these courses are varied.

4. 1. 2. Soft skills programme:

In the present times, soft skills are of immense importance for professional and personal development. The required skills are to be sharpened during the period of students' education itself in order to make the students employable and efficient in their future careers. The soft skills are interpersonal skills that include social skills or personality skills that are actually the differentiating factors. They are also called as the people skills. The various soft skills that are in high demand include, communication, leadership, problem-solving, conflict resolution, organization, teamwork, time management, flexibility, positivity, self motivation and other positive attributes.

4. 2. Demand for the programme:

4. 2. 1. Academic writing

There is a high demand for the academic writing programme at both the post graduation and research levels. Though the students acquire the content of high quality during their academic courses, many a time, they lack the necessary skills needed to present it in writing. Therefore, they find it difficult to explain what they know about their subject. Also, both at the PG and

PhD levels, the students need to indulge in some form of academic writing, in the form of assignments, term papers, research articles and so on. Given their academic needs, the university students earnestly feel that training in academic writing would strengthen them in their future academic pursuits, thereby enhancing professionalism.

4. 2. 2. Soft skills programme:

There is a great demand for the soft skills programme as the students or prospective workforce who are trained in soft skills are immensely sought for in the job market. The soft skills are demanded and desired by the employers. It is highly beneficial for the students to get trained in the area of soft skills along with the hard skills even before approaching the job market.

5. Course planning details:

5. 1. Length of the programmes:

The programmes proposed will be conducted as semester-long courses coterminous with the other regular courses in the university. All the courses proposed will have both internal and external assessment for evaluation.

5. 2. Course structure:

All the three proposed programmes are 2 credit courses. They have both continuous internal assessment (40% weightage) and external assessment (60% weightage). The courses are delivered by class lectures, teacher-led and student-led discussions, activities, assigning learning-tasks etc.

5. 3. Admission requirements:

The students belonging to SC, ST, OBC (Non-creamy layer) and Minority communities studying various courses in the university are eligible for the courses.

6. Educational objectives and outcomes:

6.1. Academic writing programmes:

6. 1. 1. Objective: The objective of the academic writing programme is to provide the knowledge for effective academic writing useful for the students in their respective academic fields as well as in their future academic and professional pursuits.

6. 1.2. Outcomes: By the end of the course, the students should be able to:

- Plan and structure their writing in an effective manner
- Use appropriate academic language in their written works
- Use appropriate writing strategies in their writing
- Write appropriate content in their writing
- Employ the techniques of paraphrasing, summarizing, synthesizing, quoting in their writing
- Use rhetorical functions in their writing
- Review articles and books
- Write a coherent research article
- Interpret data in an effective manner.

6. 2. Soft Skills programme:

6. 2. 1. Objective: The objective of the soft skills programme is to impart potential skills that can strengthen the students in effective communication, collaboration, solving problems, positive work ethics, and other attributes.

6. 2. 2. Outcomes: By the end of the course, the students should be able to:

- Understand the importance of a wide range of soft skills in their personal and professional life
- Learn to apply various soft skills in various day-to-day life situations that are of social and political nature
- Learn to employ various soft skills in their personal relationships
- Learn to employ soft skills to enhance their employability for their successful career.

7. Resource requirements:

7.1. The requirements of the proposed courses are as follows:

Teaching faculty-3 members

Course	No. of faculty required
Academic writing programme for PG students	1
Academic writing programme for Research students	1
Soft skills programme	1
Total	3

Supporting Staff-2

Non-teaching staff	No. of staff required
Technical assistant	1
Attendant	1
Total	2

Other organizational arrangements include:

- the provision of infrastructural facilities of 3 classrooms
- *a language lab for providing hands-on training to the students that includes 30 computers, required software, a printer, a Xerox machine, etc.
- relevant textbooks required for teaching the proposed courses.

*Request of the space required for establishing a language lab has been already made. It will be allotted in due course of time depending on the availability.

7. 2. Budget Required:

Designation	Per Month (in RS)	Year-1(in RS)	Year-2 (in RS)	Year-3	Total (in Rs.)
Guest Faculties (3 number)	40,000 x3=1,20,000	14,40,000	14,40,000	14,40,000	43,20,000
Technical Assistant (1)	25,000	3,00,000	3,00,000	3,00,000	9,00,000
Attendant (1)	17000	2,04,000	2,04,000	2,04,000	6,12,000
Miscellaneous	NA	50,000	50,000	50,000	1,50,000
Grand Total					59,82,000

Justification:

Guest Faculty: 3 Guest faculty are required to teach the proposed courses: a) Academic writing programme for PG students, b) Academic writing programme for Research students, and c) Soft skills programme. Hence, the proposed honorarium is required to be paid to the experts.

Technical Assistant (1): The Centre for English Language Studies agreed to provide their language laboratory facility for this program till the establishment of the individual remedial center. Their

support in this regard is highly appreciated. A technical assistant is necessary to maintain the laboratory and also to operate the computers.

Attendant (1): One attendant is required to take care of the day-to-day activities.

Miscellaneous expenditure: A minimum amount is required for buying stationary, maintenance of computers, local transport, conducting meetings etc.

Course Outline

Soft Skills Course

This course includes the following components:

1. Introduction to Soft skills
2. Fundamental Communication skills
3. Presentations skills
4. Time management skills
5. Decision making
6. Networking
7. Creativity and strategic thinking
8. Change management
9. Body language & Etiquettes
10. Group discussion and Interview skills
11. CV writing
12. Emotional intelligence
13. Life skills

Course Outline

Academic Writing (PG)

This course includes the following components:

1. Key functions of Academic writing
2. English academic style and language
 - a. Formal style
 - b. Cautious writing
 - c. Academic vocabulary
 - d. Grammar
 - e. Punctuation
3. Features and Elements of Academic texts
 - a. Paragraphs and paragraph division
 - b. Titles
 - c. Citation
 - d. Footnotes and notes
 - e. List of references
 - f. Acknowledgements
 - g. Appendices
4. Academic genres
 - a. Summaries
 - b. Research papers
 - c. Research paper abstracts
 - d. Conference abstracts
 - e. Literature reviews
 - f. Research projects
 - g. CV's and Bio-data
 - h. Letters
 - i. Conference posters
 - j. Academic communications n research process
 - k. Structuring the writing
 - l. Essays
 - m. Research proposals
 - n. Report
 - o. Experimental/Research reports
 - p. Book reviews
 - q. Case studies
5. Rhetorical functions
 - a. Defining

- b. Classifying
 - c. Describing
 - d. Explaining
 - e. Analyzing
6. Discourse structures
- a. General –specific
 - b. Problem-solution
 - c. Compare- contrast
 - d. Cause and effect
7. Argumentation
- a. Discussion essays,
 - b. Persuasive essays,
 - c. Critiques
8. Constructing a Research paper
- a. Types of journal publications\
 - b. Short communications
 - c. Longer research papers
 - d. Methods sections
 - e. Language focus
 - f. Citation and Tense
 - g. Purpose Statements and Tense
 - h. Discussion section
 - i. Levels of generalization
 - j. Expressions of limitation
9. Data Commentary
- a. Strength of claim
 - b. Structure of Data commentary
 - c. Location elements and summaries
 - d. Verbs in indicative and informative location statements
 - e. Linking as clauses
 - f. Highlighting Statements
 - g. Qualifications and Strength of Claim
 - h. Specific ways of moderating or qualifying a claim
 - i. Organization
 - j. Comparisons
 - k. Concluding a commentary
 - l. Dealing with graphs
 - m. Dealing with chronological Data
 - n. Prepositions of time

10. Writing Summaries

- a. Plagiarism
- b. Paraphrasing
- c. Use of synonyms
- d. Identifying the source
- e. Syntheses of more than one source
- f. Showing similarities and differences

11. Components of a research project

- a. Title page
- b. Abstract
- c. Acknowledgements
- d. List of contents
- e. List of acronyms and abbreviations
- f. Introduction
- g. Literature review
- h. Methodology
- i. Results/data
- j. Analysis and discussion
- k. Conclusion
- l. Bibliography
- m. Appendices

References:

Swales, J. M. & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd Ed.

Yakhontova, T. V. *English Academic Writing: For Students and Researchers*.

Gillet, A., Hammond, A., @ Martala, M. (2009). *Inside Track: Successful Academic Writing*. England: Pearson Education Ltd.

Swales, J. M. & Feak, C. B. (2000). *English in Today's Research World: A Writing Guide*. USA: University of Michigan.

Sowton. (2012). *50 Steps to Improving Your Academic Writing*. London: Garnet Education.

Bailey. (2011). *Academic Writing*. London: Routledge.

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Course Outline

Academic Writing (Ph D)

This course includes the following components:

1. Key functions of Academic writing
2. English academic style and language
 - a. Formal style
 - b. Cautious writing
 - c. Academic vocabulary
 - d. Grammar
 - e. Punctuation
3. Features and elements of academic texts
 - a. Paragraphs and paragraph division
 - b. Titles
 - c. Citation
 - d. Footnotes and notes
 - e. List of references
 - f. Acknowledgements
 - g. Appendices
4. Academic genres
 - a. Summaries
 - b. Research papers
 - c. Research paper abstracts
 - d. Conference abstracts
 - e. Literature reviews
 - f. Research projects
 - g. CV's and Bio-data
 - h. Letters
 - i. Conference posters
 - j. Academic communications in research process
 - k. Structuring the writing
 - l. Essays
 - m. Research proposals
 - n. Report
 - o. Experimental/Research reports
 - p. Book reviews
 - q. Case studies

5. Constructing a Research paper
 - a. Types of journal publications\
 - b. Short communications
 - c. Longer research papers
 - d. Methods sections
 - e. Language focus
 - f. Citation and tense
 - g. Purpose statements and tense
 - h. Discussion section
 - i. Levels of generalization
 - j. Expressions of limitation
6. Data Commentary
 - a. Strength of claim
 - b. Structure of data commentary
 - c. Location elements and summaries
 - d. Verbs in indicative and informative location statements
 - e. Linking as clauses
 - f. Highlighting statements
 - g. Qualifications and strength of claim
 - h. Specific ways of moderating or qualifying a claim
 - i. Organization
 - j. Comparisons
 - k. Concluding a commentary
 - l. Dealing with graphs
 - m. Dealing with chronological data
 - n. Prepositions of time
7. Writing Summaries
 - a. Plagiarism
 - b. Paraphrasing
 - c. Use of synonyms
 - d. Identifying the source
 - e. Syntheses of more than one source
 - f. Showing similarities and differences
8. Writing Critically
 - a. Arguing and discussing
 - b. Providing reasons and explanations
 - c. Arguing a point of view
 - d. Evaluating a point of view
 - e. Stating opinions

- f. Comparing and contrasting
 - g. Providing support
 - h. Drawing conclusions
9. Finding your own voice
- a. Understanding different voices
 - b. Expressing your voice
 - c. Evaluating statements
10. Understanding the research and writing process
- a. Research project
 - b. Difference between a thesis and a dissertation
 - c. Deciding on a research topic
 - d. Writing a proposal
 - e. Studying independently
 - f. Codes of practice/Rules and regulations
 - g. Ethical considerations
11. Components of a research project
- a. Title page
 - b. Abstract
 - c. Acknowledgements
 - d. List of contents
 - e. List of acronyms and abbreviations
 - f. Introduction
 - g. Literature review
 - h. Methodology
 - i. Results/data
 - j. Analysis and discussion
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