**Diploma in German Language**

**SUBJECT:**        **German Language**

**Objectives**
- The learners are able to make themselves understood in simple, routine situations dealing with a simple and direct exchange of information on familiar and common topics.
- The learners are able to understand sentences and commonly used expressions associated with topics directly related to his/her direct circumstances.
- The learners understand the main points when clear, standard language is used and the focus is on familiar topics associated with work, school, leisure time, etc.
- The learners deal with most situations typically encountered when travelling in the language region.
- The learners are able to express him/herself simply and coherently regarding familiar topics and areas of personal interest.
- The learners are able to report on experiences and events, describe dreams, hopes and goals as well as make short statements to justify or explain his/her own views and plans.

**Learning Outcomes**
- Can understand sentences and commonly used expressions associated with topics directly related to his/her direct circumstances (e.g. personal information or information about his/her family, shopping, work, immediate surroundings).
- Can make him/herself understood in simple, routine situations dealing with a simple and direct exchange of information on familiar and common topics.
- Can understand the main points when clear, standard language is used and the focus is on familiar topics associated with work, school, leisure time, etc.
- Can deal with most situations typically encountered when travelling in the language region.
- Can express him/herself simply and coherently regarding familiar topics and areas of personal interest.
- Can report on experiences and events, describe dreams, hopes and goals as well as make short statements to justify or explain his/her own views and plans.

**SUBJECT: German Speaking Skills**
**CODE: SE101**
**CATEGORY:** General Education Component/Skill Education
         Component

| Credit | Hours | Marks | | |
|---|---|---|---|---|
| 4 | 105 | I | E | To |
| | | **35** | **15** | **50** |

| Unit | Topic |
|---|---|
| I | Expressing opinions on familiar contexts. Developing the ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. For eg. <ul><li>Talking about environment protection</li><li>advertisements</li><li>own city and country</li></ul> |
| II | <ul><li>German history after the second world war</li><li>booking a trip through a travel agency</li></ul> |

| Unit | Topic |
|------|-------|
| | • future resolutions |
| III | • familiar conversations at bank |
| | • globalisation |
| | • one's school time |
| IV | • music, |
| | • describing a person |
| | • describing a picture |
| V | • describing a Museum |
| | • describing a film etc. |

**SUBJECT: German Writing Skills**
**CODE: SE102**
**CATEGORY:** General Education Component/Skill Education
Component

| Credit | Hours | Marks | | |
|--------|-------|-------|-------|------|
| 4 | 105 | I | E | To |
| | | **35** | **15** | **50** |

| Unit | Topic |
|------|-------|
| I | Expressing opinions on familiar contexts. Developing the ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. For eg.<br>• Talking about environment protection<br>• Expressing opinions about advertisements<br>• Describing own city |
| II | • German history after the second world war<br>• booking a trip through a travel agency<br>• future plans and resolutions |
| III | • familiar conversations at bank<br>• Globalisation<br>• One's school time |
| IV | • Talking about music<br>• Describing a person<br>• Describing a picture |
| V | • Describing a museum<br>• Describing a film etc.<br>• Describing one's own country |

**SUBJECT: German Listening Skills**
**CODE: SE103**
**CATEGORY:** General Education Component/Skill Education
                Component

| Credit | Hours | Marks | | |
|---|---|---|---|---|
| | | I | E | To |
| 4 | 60 | 30 | 70 | 100 |

| Unit | Topic |
|---|---|
| I | Listening passages from Netzwerk B1 Kursbuch/Arbeitsbuch and Zertifikat B1 Neu 15 Übungsprüfungen on the following themes :<br>• Friends and family<br>• Vacation, travel |
| II | • In search of work and workplace<br>• Occupation<br>• Clothes |
| III | • At the railway station<br>• Talking about weather<br>• Talking about seasons |
| IV | • Talking about food and drinks<br>• Furniture and home |
| V | • Leisure and hobbies<br>• School, courses and career<br>• Different Means of transport |

**SUBJECT: German Grammar**
**CODE: SE104**
**CATEGORY:** General Education Component/Skill Education
Component

| Credit | Hours | Marks | | |
|---|---|---|---|---|
| | | I | E | To |
| 4 | 60 | 30 | 70 | 100 |

| Unit | Topic |
|---|---|
| I | • **T**he concept of infinitive with 'zu', the verb 'to let'.<br>• The concept of 'wechseln Präpositionen'<br>• The dependent clause 'although', the genitive case, the prepositions 'wegen', 'trotz'. |
| II | • Pronomial adverbs<br>• The prepositions of time 'before', 'after' and 'during',  the words to express results 'therefore', 'so... That', 'so that'. |

| Unit | |
|---|---|
| | • Future I , dependent clause with dative and prepositions. |
| III | • Past perfect tense (plusquamperfekt), temporal dependent clause with before, 'after' and 'since'.<br>• The construction 'nicht/nur/kein + brauchen + zu' .<br>• The adjectives without articles and position of 'not' in a sentence. |
| IV | • The passive in present, past.<br>• Prepositions (innerhalb, außerhalb) using gentive case.<br>• The concept of using article words as pronouns, using adjectives as nouns. |
| V | • Articles as relative pronouns and 'what' and 'where' as relative pronouns.<br>• The construction 'je..desto'<br>• Participles I & II as adjectives.<br>• Dependent clause 'da'<br>• The construction 'aus + material' |

**SUBJECT: German Reading Skills**
**CODE: GE101**
**CATEGORY:** Skill Education Component

| Credit | Hours | Marks | | |
|---|---|---|---|---|
| 5 | 75 | I | E | To |
| | | 30 | 70 | 100 |

| Unit | Topic |
|---|---|
| I | Reading passages from Netzwerk B1 Kursbuch/Arbeitsbuch and Zertifikat B1 Neu 15 Übungsprüfungen. For eg:<br>• Friends and family<br>• Vacation, travel |
| II | • In search of work and workplace<br>• Occupation<br>• Clothes |
| III | • At the railway station<br>• Talking about weather<br>• Talking about seasons |
| IV | • Talking about food and drinks<br>• Furniture and home |
| V | • Leisure and hobbies<br>• School, courses and career<br>• Different Means of transport |

## Suggested Readings :

- Studio.de
- Mit Erfolg A1, A2 & B1
- DaF kompakt neu A1-B1
- Aussichten A1-B1
- Das kleine Ich bin Ich
- Eine Woche voller Samstage
- Das kleinste Gespenst
- Tintenherz
- The awful German language **:** Essay by Mark Twain
- Mein Weg nach Deutschland (short movie)

**SUBJECT: Process in BPM**

**CODE: GBSE102**
**CATEGORY:** Skill Education Component

| Credit | Hours | Marks | | |
|---|---|---|---|---|
| 5 | 75 | I | E | To |
| | | 30 | 70 | 100 |

**Objectives**

- To develop an understanding about BPO Industry, control and management and the process at BPO industry.

**Learning Outcomes**

- Learn the basics of various business processes, challenges and resolution of the customer queries. (Theory)
- Learn the career opportunities and growth in the BPO industry. (Theory)
- Understand the challenges and working of BPM sector and will learn about various cultures in BPO industry. (Theory)
- Learn the time management, coping up with different time zones and will be able to deal with customer's queries. (Theory)
- Will be able to demonstrate the culture of BPO industry. (Theory)
- Able to make Mock calls with customer queries and handling of different type of customers. (Theory)
- Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes (Theory)

| Unit | Topic | Key Learning |
|---|---|---|
| I | **Overview of Business Process Outsourcing** - Basics Benefits of BPO, Growth Drivers, BPO Models and Types of Vendors, Offshore BPO - Evolution Destinations – Challenges of Off shoring – BPO Companies in India, | <ul><li>Learn the basics of various business processes, challenges and resolution of the customer queries. (Theory)</li><li>Learn the career opportunities and growth in the BPO industry. (Theory)</li></ul> |
| II | **BPO Industry:** BPO Industry, Employment Opportunities, Employee Structure, Skill Set Required, Compensation Levels - Contact Centre BPO, Types of Call Centres – Technology - Components and working of a Call center - Issues and Problems. | <ul><li>Learn the basics of various business processes, challenges and resolution of the customer queries. (Theory)</li><li>Learn the career opportunities and growth in the BPO industry. (Theory)</li></ul> |

| | | |
|---|---|---|
| III | **Control & Management:** Personal Grooming, Corporate Etiquette, Principles of Team work, Dos and don'ts while working in a team, Learning to keep emotions under control (Human Psychology, study of Perceptual Images) Time Management, Conflict Management, Stress Tolerance. | • Will be able to demonstrate the culture of BPO industry. (Theory) |
| IV | **Life in BPO:** Understand concept of working across time, Keeping health while working in shifts Managing time; Managing clients, customers & target, | • Able to make Mock calls with customer queries and handling of different type of customers. (Theory) |
| V | **Culture-** Tools to Understand Culture, Brief on American & UK Culture to bring about differences | • Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes (Theory) |

**Suggested Readings**:

**Text Book**

- **Fundamentals of Business Process Management** (2013). Marlon Dumas, Marcello La Rosa, Jan Mendling, Hajo Reijers. Springer-Verlag Berlin Heidelberg
  http://www.springer.com/us/book/9783642331428

**Reference Books**

- **Concentrix Material**
- BPMN Method and Style, Second Edition, with BPMN Implementer's Guide. Bruce Silver
- Improving Business Processes (Pocket Mentor). Harvard Business Review
- The Process: Business Process Modeling using BPMN. Alexander Grosskopf, Gero Decker, Mathias Weske

**Web Links**

- http://www.what-is-bpm.com/videos/bpm-videos-and-tutorials.html
- https://www.youtube.com/watch?v=2ZkavRvY32U

**SUBJECT: Basic of Computers**
**CODE: GE103**
**CATEGORY:** Skill Education Component

| Credit | Hours | | Marks | | | |
|---|---|---|---|---|---|---|
| 5 | 105 | | I | E | P | To |
| | | | 15 | 35 | 50 | 105 |

**Objectives**

- The syllabus introduces students to basic information and communication technology and proper paradigms that need to be implemented to develop any kind of computer applications. The course will help in developing the basic technical skills by hands on experience.

**Learning Outcomes**

- State the applications of Computers and understand the basic components of computer. (Theory)
- Identify & describe various parts of computers like CPU, keyboard, monitor, etc. (Theory)

- View files, work with files and customize window (Theory)
- Able to Differentiate in various operating system. (Theory)
- Apply the office Applications for the task assigned by the authorities. (Theory)
- Outline the basics of Networking. (Theory)
- Make use of Internet and its applications when required. (Theory)

| Unit | Topic | Key Learning |
|------|-------|--------------|
| I | **Introduction to Computer System:** Basic Applications of Computer; Computer Memory, Concepts of Hardware and Software, Data and Information; Applications of IECT; Computer Virus: Definition, Types of viruses, Characteristics of viruses, Anti-virus software, Introduction to number system. | • State the applications of Computers and understand the basic components of computer. (Theory)<br>• Identify & describe various parts of computers like CPU, keyboard, monitor, etc. (Theory) |
| II | **Operating System:** Overview of operating system: Definition, Functions of operating system, Need and its services, Types of operating system, Batch Processing, Spooling, Multiprocessing, Multiprogramming, Time-Sharing, On-Line Processing, Real-Time Processing, Basics of window operating system, Switching between DOS and windows, Comparison between Unix and Windows. | • View files, work with files and customize window (Theory)<br>• Able to Differentiate in various operating system. (Theory) |
| III | **Understanding Office Applications:** Introduction to MS Word, Introduction to MS Excel and its applications, Introduction to MS PowerPoint, Menus, Shortcuts, Document types, Formatting documents, spread sheet and presentations, Working with Spreadsheets, Different templates, Macros, Mail merge. | • Apply the office Applications for the task assigned by the authorities. (Theory) |
| IV | **Networking:** Network Technologies, Introduction to Internet and protocols: TCP/ IP, Network connecting devices, Topologies, HTTP, HTTPS DNS, Hub, Switches, Router, Repeater, Firewalls, Digital Signature. | • Outline the basics of Networking. (Theory) |
| V | **Introduction to World Wide Web:** WWW and Web Browsers Introduction, Objectives, Concept of internet, Overview of search engines, Popular search engines in use, Surfing the web and websites, Hosting your | • Make use of Internet and its applications when required. (Theory) |

| | | | websites, Planning and Developing the websites, Internet service provider. | |

**Suggested Readings**:
**Books Recommended**
**Text Books**
1. Computers and Beginners by Jain, V.K.;
2. Computer Fundamentals by Anita Goel, Pearson.

**Reference Books**
1. Introduction to Information Technology, Leon Tech World by Leon and Leon
2. Foundations of Computing, BPB Publiction by Sinha, Kr. Pradeep and Preeti Sinha;
3. Word Processing and Typing by Sharon Spencer, Heinemann.
4. MS Office by S.S. Srivastava, Firewall Media.
5. Microsoft Office 2010 by Bittu Kumar, V & S Publications
6. Data Communication and Networking by Behrouz.A. Forouzan, McGraw Hill

**Web Links**
http://cec.nic.in/E-Content/Pages/default.aspx

| Credit | Hours | Marks | | |
|--------|-------|---|---|---|
| | | I | E | To |
| 5 | 75 | 30 | 70 | 100 |

**SUBJECT: Soft Skills**
**CODE: GE104**
**CATEGORY:** General Education Component/Skill Education Component

**Objectives**
The objective is to make the students understand the application aspects of   Soft Skills learning to the daily life and work situation in industry of the students. The course is unit in nature with – six units forming the curriculum.

**Learning Outcomes**
The course aims at enabling learners to:

- To inculcate in students professional and ethical attitude.
- Acquire knowledge of effective communication skills.
- Develop an understanding of   Team Management and Decision Making Skills.
- To inculcate in student multidisciplinary approach and an ability to understand engineer's social responsibilities.
- To develop professional skills in students for communicating in a better way at work place.
- To develop the interpersonal skills of students for their personal growth.

| Unit | Topic | Key Learning |
|------|-------|--------------|
| I | Introduction to Soft Skills | • Elements of Soft Skills,<br>• Communication,<br>• Team Work,<br>• Self Confidence,<br>• Decision Making,<br>• Time Management,<br>• Body Language. |

| | | |
|---|---|---|
| II | Team Management Skills | • Understanding Team Work<br>• How to behave in a Team<br>• Qualities of a good Team leader<br>• process of Team Management<br>• Leadership's Role in a Team<br>• Barriers to Team Management. |
| III | Problem Solving Skills | • Definition of Problem Solving,<br>• Skills to use for Problem Solving,<br>• Barriers to Problem Solving,<br>• Steps for Problem Solving,<br>• Strategies to Solve Problems,<br>• Role of Brain in solving Problems. |
| IV | Decision Making Skills | • Definition of Decision Making,<br>• Traps in Decision Making,<br>• Factors for effective decisions,<br>• How to make better decisions,<br>• 6 C's of Decision Making,<br>• Creativity and Decision Making. |
| V | Interacting With Supervisor | • Report problems identified in the field,<br>• Respond to customers,<br>• Receiving feedbacks,<br>• Communication on a particular situation, when to report to the supervisor. |

**Suggested Readings**:
- Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.
- Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
- Prasad, P. Communication Skills, S.K. Kataria & Sons.
- Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
- Roach Peter. English Phonetics and Phonology.
- A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.
- Prasad, P. The Functional Aspects of Communication Skills, Delhi.
- McCarthy, Michael. English Vocabulary in Use, Cambridge University Press.
- Rajinder Pal and PremLata. English Grammar and Composition, Sultan Chand Publication.
- Idioms & Phrases (English-Hindi), Arihant Publication (India) Pvt. Ltd.
- One Word Substitution, Dr. Ashok Kumar Singh, Arihant Publications (India) Pvt, Ltd