



Sri Lakshmi Narayana Institute of Medical Sciences

Date:06.05.2020

From

Dr.Kamatchi
Professor and Head,
Department of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

To

The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: Hospital Infection Control & Academic writing

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: Hospital Infection Control for July to August 2020& Academic writing for September to October 2020. We solicit your kind permission for the same.

Kind Regards

Dr.Kamatchi

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: **Dr. Rajasekar**

The HOD: **Dr. Kamatchi**

The Expert: **Dr. Abarna.V**

The committee has discussed about the course and is approved.

Dean

(Sign & Seal)

Subject Expert

(Sign & Seal)

HOD

(Sign & Seal)

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES
OSUDU, AGARAM VILLAGE, KODAPAKKAM POST, PUDUCHERRY - 605 502

DEPT OF MICROBIOLOGY
SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES-PONDICHERRY 605 002

PROFESSOR & HOD
DEPARTMENT OF MICROBIOLOGY
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 002



Sri Lakshmi Narayana Institute of Medical Sciences


Circular

25.08.2020

Sub: Organising Value-added Course: Certificate course in Academic Writing -reg

With reference to the above-mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research** is organizing “certificate course in Academic Writing”. The course content and registration form is enclosed below.”

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before August 30th 2020. Applications received after the mentioned date shall not be entertained under any circumstances.



Dean

DEAN
SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES
OSUDU, AGARAM VILLAGE,
KODAPAKKAM POST,
PUDUCHERRY - 605 502

Encl: Copy of Course content

Course Proposal

Course Title: certificate course in Academic Writing

Course Objective:

1. Definition for Academic Writing
2. Importance of Good Academic Writing
3. Strategies for...Understanding Academic Writing and Its Jargon
4. Problems with Opaque Writing
5. Structure and Writing Style
6. Evaluating Quality of Writing
7. **Writing Tip**

Course Outcome: On successful completion of the course the students will be able to write research paper effectively

Course Audience: Medical undergraduates

Course Coordinator: Dr. Kamatchi

Course Faculties with Qualification and Designation:

1. **Dr.Abarna.V,MD, Assistant professor**
2. **Dr.Anitha, MD Assistant professor**

Course Curriculum/Topics with schedule (Min of 30 hours)

Date	Time	Topic -	Hour	Lecture taken by
2.09.2020	4-7pm	Introduction & Definition	3hrs	Dr.Abarna.V
9.09.2020	4-7pm	Importance of Good Academic Writing	3hrs	Dr.Anitha
16.09.2020	4-7pm	Strategies for...Understanding Academic Writing and Its Jargon	3hrs	Dr.Kamatchi
23.09.2020	4-7pm	Problems with Opaque Writing	3hrs	Dr.Abarna.V
30.09.2020	4-7pm	Structure and Writing Style I	3hrs	Dr.Kamatchi
7.10.2020	4-7pm	Structure and Writing Style II	3hrs	Dr.Anitha
14.10.2020	4-7pm	Evaluating Quality of Writing I	3hrs	Dr.Abarna.V

21.10.2020	4-7pm	Evaluating Quality of Writing II	3hrs	Dr.Abarna.V
28.10.2020	4-7pm	Writing Tip	3hrs	Dr.Kamatchi
29.10.2020	4-7pm	Post test	3hrs	Dr.Anitha
		Total hours	30hrs	

References

1. A Step-by-Step Guide to Writing Academic Papers, by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

VALUE ADDED COURSE

1. Name of the programme & Code

Certificate course in Academic Writing and MIC02

2. Duration & Period

30 hrs & September 2020– OCT 2020

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Questionnaire - *Enclosed as Annexure- III*

6. Course Feed Back

Enclosed as Annexure- IV

7. No. of times offered during the same year:


September 2020– OCT 2020

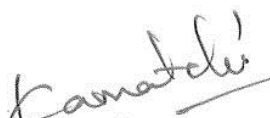
8. Summary report of each program year-wise

Value Added Course- September 2020– OCT 2020					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	MIC02	Certificate course in Academic Writing	Dr. Abarna.V Dr.Anitha	2 nd MBBS	33 (Sept 2020– oct 2020)

9. Certificate model

Enclosed as Annexure- V


RESOURCE PERSON


COORDINATOR

Annexure I

COURSE DETAILS

Particulars	Description
Course Title	certificate course in Academic Writing
Course Code	MIC02
Objective	The students will be able <ol style="list-style-type: none">1. Definition2. Importance of Good Academic Writing3. Strategies for...Understanding Academic Writing and Its Jargon4. Problems with Opaque Writing5. Structure and Writing Style6. Evaluating Quality of Writing7. Writing Tip
Further learning opportunities	Academic Writing
Key Competencies	On successful completion of the course the students will be able to write research paper effectively
Target Student	2 nd yr MBBS Students
Duration	10hrs September 2020– OCT 2020
Theory Session	10hrs
Practical Session	20hrs
Assessment Procedure	Questionnaire

Date	Time	Topic	Resource faculty
2.09.2020	4-7pm	Introduction & Definition	Dr.Abarna.V
9.09.2020	4-7pm	Importance of Good Academic Writing	Dr.Anitha
16.09.2020	4-7pm	Strategies for...Understanding Academic Writing and Its Jargon	Dr.Kamatchi
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Definition

Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice. Like specialist languages adopted in other professions, such as, law or medicine, academic writing is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.

Importance of Good Academic Writing

The accepted form of academic writing in the social sciences can vary considerably depending on the methodological framework and the intended audience. However, most college-level research papers require careful attention to the following stylistic elements:

I. The big picture

Unlike fiction or journalistic writing, the overall structure of academic writing is formal and logical. It must be cohesive and possess a logically organized flow of ideas; this means that the various parts are connected to form a unified whole. There should be narrative links between sentences and paragraphs so that the reader is able to follow your argument. The introduction should include a description of how the rest of the paper is organized and all sources are **properly cited** throughout the paper.

II. Tone

The overall tone refers to the attitude conveyed in a piece of writing. Throughout your paper, it is important that you present the arguments of others fairly and with an appropriate narrative tone. When presenting a position or argument that you disagree with, describe this argument accurately and without loaded or biased language. In academic writing, the author is expected to investigate the research problem from an authoritative point of view. You should, therefore, state the strengths of your arguments confidently, using language that is neutral, not confrontational or dismissive.

III. Diction

Diction refers to the choice of words you use. Awareness of the words you use is important because words that have almost the same denotation [dictionary definition] can have very different connotations [implied meanings]. This is particularly true in academic writing because words and terminology can evolve a nuanced meaning that describes a particular idea, concept, or phenomenon derived from the epistemological culture of that discipline [e.g., the concept of rational choice in political science]. Therefore, use concrete words [not general] that convey a specific meaning. If this cannot be done without confusing the reader, then you need to explain what you mean within the context of how that word or phrase is used within a discipline.

IV. Language

The investigation of research problems in the social sciences is often complex and multi-dimensional. Therefore, it is important that you use unambiguous language. Well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty. Your language should be concise, formal, and express precisely what you want it to mean. Do not use vague expressions that are not specific or precise enough for the reader to derive exact meaning ["they," "we," "people," "the organization," etc.], abbreviations like 'i.e.' ["in other words"], 'e.g.' ["for example"], or 'a.k.a.' ["also known as"], and the use of unspecific determinate words ["super," "very," "incredible," "huge," etc.].

V. Punctuation

Scholars rely on precise words and language to establish the narrative tone of their work and, therefore, punctuation marks are used very deliberately. For example, exclamation points are rarely used to express a heightened tone because it can come across as unsophisticated or over-excited. Dashes should be limited to the insertion of an explanatory comment in a sentence, while hyphens should be limited to connecting prefixes to words [e.g., multi-disciplinary] or when forming compound phrases [e.g., commander-in-chief]. Finally, understand that semi-colons represent a pause that is longer than a comma, but shorter than a period in a sentence. In general, there are four grammatical uses of semi-colons: when a second clause expands or explains the first clause; to describe a sequence of actions or different aspects of the same topic; placed before clauses which begin with "nevertheless", "therefore", "even so," and "for instance"; and, to mark off a series of phrases or clauses which contain commas. If you are not confident about when to use semi-colons [and most of the time, they are not required for proper punctuation], rewrite using shorter sentences or revise the paragraph.

VI. Academic conventions

Citing sources in the body of your paper and providing a list of references as either footnotes or endnotes is a very important aspect of academic writing. It is essential to always acknowledge the source of any ideas, research findings, data, paraphrased, or quoted text that you have used in your paper as a defense against allegations of plagiarism. Equally important, the scholarly convention of citing sources allow readers

to identify the resources you used in writing your paper so they can independently verify and assess the quality of findings and conclusions based on your review of the literature. Examples of other academic conventions to follow include the appropriate use of headings and subheadings, properly spelling out acronyms when first used in the text, avoiding slang or colloquial language, avoiding emotive language or unsupported declarative statements, avoiding contractions, and using first person and second person pronouns only when necessary.

VII. Evidence-Based Reasoning

Assignments often ask you to express your own point of view about the research problem. However, what is valued in academic writing is that opinions are based on what is often termed, evidence-based reasoning, a sound understanding of the pertinent body of knowledge and academic debates that exist within, and often external to, your discipline. You need to support your opinion with evidence from scholarly sources. It should be an objective stance presented as a logical argument. The quality of your evidence will determine the strength of your argument. The challenge is to convince the reader of the validity of your opinion through a well-documented, coherent, and logically structured piece of writing. This is particularly important when proposing solutions to problems or delineating recommended courses of action.

VIII. Thesis-Driven

Academic writing is “thesis-driven,” meaning that the starting point is a particular perspective, idea, or position applied to the chosen topic of investigation, such as, establishing, proving, or disproving solutions to the research questions posed for the topic. Note that a problem statement without the research questions does not qualify as academic writing because simply identifying the research problem does not establish for the reader how you will contribute to solving the problem, what aspects you believe are most critical, or suggest a method for gathering data to better understand the problem.

IX. Complexity and Higher-Order Thinking

Academic writing addresses complex issues that require higher-order thinking skills applied to understanding the research problem [e.g., critical, reflective, logical, and creative thinking as opposed to, for example, descriptive or prescriptive thinking]. Higher-order thinking skills include cognitive processes that are used to comprehend, solve problems, and express concepts or that describe abstract ideas that

cannot be easily acted out, pointed to, or shown with images. Think of your writing this way: One of the most important attributes of a good teacher is the ability to explain complexity in a way that is understandable and relatable to the topic being presented. This is also one of the main functions of academic writing--examining and explaining the significance of complex ideas as clearly as possible. As a writer, you must adopt the role of a good teacher by summarizing a lot of complex information into a well-organized synthesis of ideas, concepts, and recommendations that contribute to a better understanding of the research problem.

Strategies for...

Understanding Academic Writing and Its Jargon

The very definition of jargon is language specific to a particular sub-group of people. Therefore, in modern university life, jargon represents the specific language and meaning assigned to words and phrases specific to a discipline or area of study. For example, the idea of being rational may hold the same general meaning in both political science and psychology, but its application to understanding and explaining phenomena within the research domain of a each discipline may have subtle differences based upon how scholars in that discipline apply the concept to the theories and practice of their work.

Given this, **it is important that specialist terminology [i.e., jargon] must be used accurately and applied under the appropriate conditions.** Subject-specific dictionaries are the best places to confirm the meaning of terms within the context of a specific discipline. These can be found by either searching in the **USC Libraries catalog** by entering the disciplinary and the word dictionary [e.g., sociology and dictionary] or using a database such as **Credo Reference**. It is appropriate for you to use specialist language within your field of study, but you should avoid using such language when writing for non-academic or general audiences.

Problems with Opaque Writing

It's not unheard of for scholars to utilize needlessly complex syntax or overly expansive vocabulary that is impenetrable or not well-defined. When writing, avoid problems associated with opaque writing by keeping in mind the following:

1. Excessive use of specialized terminology. Yes, it is appropriate for you to use specialist language and a formal style of expression in academic writing, but it does not mean using "big words" just for the sake of doing so. Overuse of complex or obscure words or writing complicated sentence constructions gives readers the impression that your paper is more about style than substance; it leads the reader to question if you really know what you are talking about. Focus on creating clear and elegant prose that minimizes reliance on specialized terminology.

2. Inappropriate use of specialized terminology. Because you are dealing with concepts, research, and data within your discipline, you need to use the technical language appropriate to that area of study. However, nothing will undermine the validity of your study quicker than the inappropriate application of a term or concept. Avoid using terms whose meaning you are unsure of--don't just guess or assume! Consult the meaning of terms in specialized, discipline-specific dictionaries by searching the USC Libraries catalog or reference database [see above].

Additional Problems to Avoid

In addition to understanding the use of specialized language, there are other aspects of academic writing in the social sciences that you should be aware of. These problems include:

- **Personal nouns.** Excessive use of personal nouns [e.g., I, me, you, us] may lead the reader to believe the study was overly subjective. These words can be interpreted as being used only to avoid presenting empirical evidence about the research problem. Limit the use of personal nouns to descriptions of things you actually did [e.g., "I interviewed ten teachers about classroom management techniques..."]. Note that personal nouns are generally found in the discussion section of a paper because this is where you as the author/researcher interpret and describe your work.
- **Directives.** Avoid directives that demand the reader to "do this" or "do that." Directives should be framed as evidence-based recommendations or goals leading to specific outcomes.
- **Informal, conversational tone using slang and idioms.** Academic writing relies on excellent grammar and precise word structure. Your narrative should not include regional dialects or slang terms because they can be open to interpretation; be direct and concise using standard English.

- **Wordiness.** Focus on being concise, straightforward, and developing a narrative that does not have confusing language. By doing so, you help eliminate the possibility of the reader misinterpreting the design and purpose of your study.
- **Vague expressions (e.g., "they," "we," "people," "the company," "that area," etc.).** Being concise in your writing also includes avoiding vague references to persons, places, or things. While proofreading your paper, be sure to look for and edit any vague or imprecise statements that lack context or specificity.
- **Numbered lists and bulleted items.** The use of bulleted items or lists should be used only if the narrative dictates a need for clarity. For example, it is fine to state, "The four main problems with hedge funds are:" and then list them as 1, 2, 3, 4. However, in academic writing, this must then be followed by detailed explanation and analysis of each item. Given this, the question you should ask yourself while proofreading is: why begin with a list in the first place rather than just starting with systematic analysis of each item arranged in separate paragraphs? Also, be careful using numbers because they can imply a ranked order of priority or importance. If none exists, use bullets and avoid checkmarks or other symbols.
- **Descriptive writing.** Describing a research problem is an important means of contextualizing a study. In fact, some description or background information may be needed because you can not assume the reader knows everything about the topic. However, the content of your paper should focus on methodology, the analysis and interpretation of findings, and their implications as they apply to the research problem rather than background information and descriptions of tangential issues.
- **Personal experience.** Drawing upon personal experience [e.g., traveling abroad; caring for someone with Alzheimer's disease] can be an effective way of introducing the research problem or engaging your readers in understanding its significance. Use personal experience only as an example, though, because academic writing relies on evidence-based research. To do otherwise is simply story-telling.

NOTE: Rules concerning excellent grammar and precise word structure do not apply when quoting someone. A quote should be inserted in the text of your paper exactly as it was stated. If the quote is especially vague or hard to understand, consider paraphrasing it or using a different quote to convey the same meaning. Consider inserting the term "sic" in brackets after the quoted word or phrase to indicate that the quotation has been transcribed exactly as found in the original source, but the source

has grammar, spelling, or other errors. The adverb sic informs the reader that the errors are not yours.

Structure and Writing Style

I. Improving Academic Writing

To improve your academic writing skills, you should focus your efforts on three key areas:

1. **Clear Writing**. The act of thinking about precedes the process of writing about. Good writers spend sufficient time distilling information and reviewing major points from the literature they have reviewed before creating their work. Writing detailed outlines can help you clearly organize your thoughts. Effective academic writing begins with solid planning, so manage your time carefully.

2. **Excellent Grammar**. Needless to say, English grammar can be difficult and complex; even the best scholars take many years before they have a command of the major points of good grammar. Take the time to learn the major and minor points of good grammar. Spend time practicing writing and seek detailed feedback from professors. Take advantage of the **Writing Center** on campus if you need help. Proper punctuation and good proofreading skills can significantly improve academic writing [see sub-tab for **proofreading you paper**].

Refer to these three basic resources to help your grammar and writing skills:

- A good writing reference book, such as, Strunk and White's book, **The Elements of Style** or the **St. Martin's Handbook**;
- A college-level dictionary, such as, **Merriam-Webster's Collegiate Dictionary**;
- The latest edition of **Roget's Thesaurus in Dictionary Form**.

3. **Consistent Stylistic Approach**. Whether your professor expresses a preference to use MLA, APA or the Chicago Manual of Style or not, choose one style manual and stick to it. Each of these style manuals provide rules on how to write out numbers, references, citations, footnotes, and lists. Consistent adherence to a style of writing helps with the narrative flow of your paper and improves its readability. Note that some disciplines require a particular style [e.g., education uses APA] so as you write more papers within your major, your familiarity with it will improve.

II. Evaluating Quality of Writing

A useful approach for evaluating the quality of your academic writing is to consider the following issues from the perspective of the reader. While proofreading your final draft, critically assess the following elements in your writing.

- It is shaped around one clear research problem, and it explains what that problem is from the outset.
- Your paper tells the reader why the problem is important and why people should know about it.
- You have accurately and thoroughly informed the reader what has already been published about this problem or others related to it and noted important gaps in the research.
- You have provided evidence to support your argument that the reader finds convincing.
- The paper includes a description of how and why particular evidence was collected and analyzed, and why specific theoretical arguments or concepts were used.
- The paper is made up of paragraphs, each containing only one controlling idea.
- You indicate how each section of the paper addresses the research problem.
- You have considered counter-arguments or counter-examples where they are relevant.
- Arguments, evidence, and their significance have been presented in the conclusion.
- Limitations of your research have been explained as evidence of the potential need for further study.
- The narrative flows in a clear, accurate, and well-organized way.

Writing Tip

Seek Help from the USC Writing Center!

The **Writing Center** is a service supported by the university that provides one-on-one consultations and small-group workshops to help students of all abilities improve their critical thinking and writing skills. If you are having problems writing your research papers, take advantage of this service! The Center is located in Taper Hall, room 216.

Another Writing Tip

Considering the Passive Voice in Academic Writing

In the English language, we are able to construct sentences in the following way:

1. "The policies of Congress caused the economic crisis."
2. "The economic crisis was caused by the policies of Congress."

The decision about which sentence to use is governed by whether you want to focus on "Congress" and what they did, or on "the economic crisis" and what caused it. This choice in focus is achieved with the use of either the active or the passive voice. When you want your readers to focus on the "doer" of an action, you can make the "doer" the subject of the sentence and use the active form of the verb. When you want readers to focus on the person, place, or thing affected by the action, or the action itself, you can make the effect or the action the subject of the sentence by using the passive form of the verb.

Often in academic writing, scholars don't want to focus on who is doing an action, but on who is receiving or experiencing the consequences of that action. The passive voice is useful in academic writing because it allows writers to highlight the most important participants or events within sentences by placing them at the beginning of the sentence.

Use the passive voice when:

- You want to focus on the person, place, or thing affected by the action, or the action itself;
- It is not important who or what did the action;
- You want to be impersonal or more formal.

Form the passive voice by:

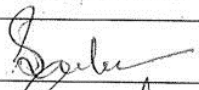
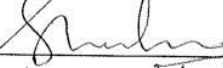

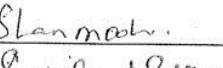
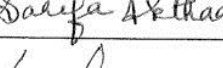

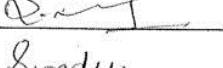
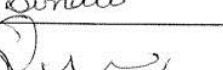
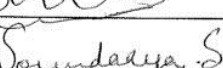
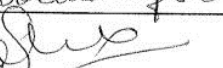
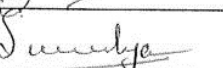
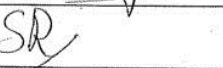
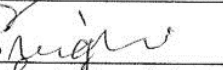
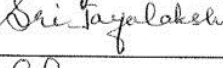


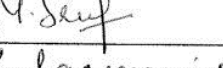
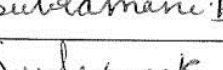
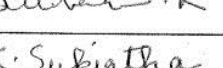
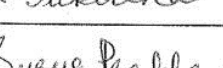
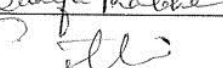
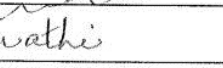
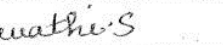


- Turning the object of the active sentence into the subject of the passive sentence.
- Changing the verb to a passive form by adding the appropriate form of the verb "to be" and the past participle of the main verb.

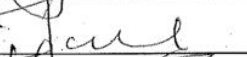

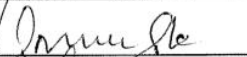

NOTE: Consult with your professor about using the passive voice before submitting your research paper. Some strongly discourage its use!

Annexure- II
VALUE ADDED COURSE

Certificate course in Academic Writing and MIC02

List of Students Enrolled September 2020– OCT 2020

2nd Year MBBS Student			
Sl. No	Name of the Student	Roll No	Signature
1	SENTAMIL SELVAN .P	U14MB310	
2	SHALINI. T. C.	U14MB311	
3	SHANMUGA RAJA. A	U14MB312	
4	SHANMUHA PRIYA. S	U14MB313	
5	SHAREEFA AKHTAR.S	U14MB314	
6	SHEMBIYAN. R.M.	U14MB315	
7	SIKKANDAR. A	U14MB316	
8	SINDHU. M	U14MB317	
9	SIVARAJ. S	U14MB318	
10	SOUNDARYA. S	U14MB319	
11	SOWMYA DEVI. N	U14MB320	
12	SOWWMYA. S	U14MB321	
13	SOWMYAMANJA MADHA.I	U14MB322	
14	SREEDEVI. B	U14MB323	
15	SREEPADMA PURUJITH. S.S.	U14MB324	
16	SRI JAYALAKSHMI. A	U14MB325	
17	SRITATA. S	U14MB326	
18	SRRUTHI. N.M.	U14MB327	
19	SUBRAMANI. B	U14MB328	
20	SUDARSHNA. K	U14MB329	
21	SUKIRTHA. K	U14MB330	
22	SURYA PRABHA. B	U14MB331	
23	SURYA NARAYANA. S	U14MB332	
24	SWATHI .S	U14MB333	
25	SWATHI. S D/O SHANMUGAM	U14MB334	

26	SWATHY. M	U14MB335	
27	THAMARAI SELVI. K	U14MB336	
28	THAMEENA FATHIMA.A	U14MB337	
29	THOMAS GIDEON RUSSEL.A	U14MB338	
30	THULASI. N	U14MB339	
31	UMMU SALMA. A.B	U14MB340	
32	VAISHNAVI. R	U14MB341	
33	VEERA RADHA KUMARI. M	U14MB342	



RESOURCE PERSON



COORDINATOR



**SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH**

Annexure - III

Certificate course in Academic Writing

QUESTIONNAIRES

Course Code: MIC02

I. ANSWER ALL THE QUESTIONS

Shalini T.C.

1. Write Importance of Good Academic Writing

Academic writing in the social sciences can vary considerably depending on the methodological framework & the intended audience.

2. Write Problems with Opaque Writing

- personal nouns
- Directives
- Informal, conversational

3. How to Evaluate the Quality of Writing

— It is shaped around one clear research problem, and it explains what the problem is from the outset.



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH

Annexure - III

Certificate course in Academic Writing

QUESTIONNAIRES

Shanmugapriya.S

Course Code: MIC02

I. ANSWER ALL THE QUESTIONS

1. Write Importance of Good Academic Writing

Academic writing is useful in
academic activity purposes.

2. Write Problems with Opaque Writing

Opaque writing is personal nouns

3. How to Evaluate the Quality of Writing

Problem which fur outset.

AnnexureIV

Student Feedback Form

Course Name: **Certificate Course in Academic Writing**

Subject Code: **MIC02**

Name of Student: Shalini Roll No.: 014NB211

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear		✓			
2	Course contents met with your expectations			✓		
3	Lecturer sequence was well planned		✓			
4	Lectures were clear and easy to understand				✓	
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 – Outstanding; 4 - Excellent; 3 – Good; 2– Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Date: 29/10/2020


Signature

Annexure IV

Student Feedback Form

Course Name: **Certificate Course in Academic Writing**

Subject Code: **MIC02**

Name of Student: Shanmugapriya S Roll No.: U1AMB313

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear			✓		
2	Course contents met with your expectations		✓			
3	Lecturer sequence was well planned					
4	Lectures were clear and easy to understand			✓		
5	Teaching aids were effective			✓		
6	Instructors encourage interaction and were helpful			✓		
7	The level of the course			✓		
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Date: 29.10.2020


Signature



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that Shelini T.C. has

actively participated in the Value Added Course on certificate course in Academic

Writing held during September 2020- OCT 2020 Organized by Sri Lakshmi Narayana

Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. Abarna.v

RESOURCE PERSON

Dr. Kamatchi

COORDINATOR



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that Shanmugasaiya S. has

actively participated in the Value Added Course on certificate course in Academic Writing held during September 2020- OCT 2020 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. Abarna.v


RESOURCE PERSON

Dr. Kamatchi


COORDINATOR

Date : 30.10.2020

From
Dr.Abarna.V
Department of Microbiology,
Sri Lakshmi Narayana Institute of Medical Sciences, Pudhucherry
Bharath Institute of Higher Education and Research, Chennai.

Through Proper Channel

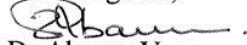
To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences, Pudhucherry
Bharath Institute of Higher Education and Research, Chennai.

Sub: Completion of value-added course: certificate course in Academic Writing

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled certificate course in Academic Writing for 33 students. We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards,


Dr.Abarna.V

Encl: Certificates & photographs

