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|--|---|------|------|------|------|------|------|------|------|------|------|------|
| PaperCode: HS102   | Paper: Communication Skills - II  | L    | T/P  | C    |      |      |      |      |      |      |      |      |
| PaperID: 99102   |   | 3    | -    | 3    |      |      |      |      |      |      |      |      |
| Marking Scheme:  |   |      |      |      |      |      |      |      |      |      |      |      |
| 1. Teachers Continuous Evaluation: 25 marks  |   |      |      |      |      |      |      |      |      |      |      |      |
| 2. Term end Theory Examinations: 75 marks  |   |      |      |      |      |      |      |      |      |      |      |      |
| Instruction for paper setter:  |   |      |      |      |      |      |      |      |      |      |      |      |
| 1. There should be 9 questions in the term-end examinations question paper.  |   |      |      |      |      |      |      |      |      |      |      |      |
| 2. The first unit will be compulsory and cover the entire syllabus. This question will have Five sub-parts, and the students will be required to answer any THREE parts of 5 marks each. This unit will have a total weightage of 15 marks.  |   |      |      |      |      |      |      |      |      |      |      |      |
| 3. Apart from unit 1 which is compulsory, the rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, the student shall be asked to attempt only one of the two questions in the unit. Individual questions may contain up to 5 sub-parts / sub-questions. Each Unit shall have a marks weightage of 15. |   |      |      |      |      |      |      |      |      |      |      |      |
| 4. The questions are to be framed keeping in view the learning outcomes of the course/paper.   |   |      |      |      |      |      |      |      |      |      |      |      |
| Course Objectives:   |   |      |      |      |      |      |      |      |      |      |      |      |
| 1:   | To develop the theoretical framework of communication to understand the professional interaction.                       |      |      |      |      |      |      |      |      |      |      |      |
| 2:   | To develop confidence in all aspects of communication whether verbal or non-verbal.                                     |      |      |      |      |      |      |      |      |      |      |      |
| 3:   | To be able to create error-free and well-formatted formal documents for professional records.                           |      |      |      |      |      |      |      |      |      |      |      |
| 4:   | To be able to overcome the barriers to effective communication.   |      |      |      |      |      |      |      |      |      |      |      |
| 5:   | To inculcate the capacity to organize ideas and systematically present them through various media.                      |      |      |      |      |      |      |      |      |      |      |      |
| 6:   | To be able to critically appreciate the written texts and audio-visual inputs effectively.                              |      |      |      |      |      |      |      |      |      |      |      |
| Course Outcomes (CO):  |   |      |      |      |      |      |      |      |      |      |      |      |
| CO1:   | Ability to understand basic concepts regarding communication and develop a clear understanding of the flow of thoughts. |      |      |      |      |      |      |      |      |      |      |      |
| CO2:   | Ability to apply verbal and non-verbal communication skills in real-life situations.                                    |      |      |      |      |      |      |      |      |      |      |      |
| CO3:   | Ability to write and document the information in the appropriate formats.   |      |      |      |      |      |      |      |      |      |      |      |
| CO4:   | Ability to effectively communicate in interpersonal and intercultural situations without being misunderstood.           |      |      |      |      |      |      |      |      |      |      |      |
| Course Outcomes (CO to Programme Outcomes (PO) Mapping (scale 1: low, 2: Medium, 3: High   |   |      |      |      |      |      |      |      |      |      |      |      |
| CO/PO  | PO01  | PO02 | PO03 | PO04 | PO05 | PO06 | PO07 | PO08 | PO09 | PO10 | PO11 | PO12 |
| CO1  | -   | -    | -    | -    | -    | -    | -    | -    | 3    | 3    | -    | 3    |
| CO2  | -   | -    | -    | -    | -    | -    | -    | -    | 3    | 3    | -    | 3    |
| CO3  | -   | -    | -    | -    | -    | -    | -    | -    | 3    | 3    | -    | 3    |
| CO4  | -   | -    | -    | -    | -    | -    | -    | -    | 3    | 3    | -    | 3    |

**Unit I**  
**Communication as Process:** Concept of Communication, Communication as a Process, Formal, Informal and Intercultural communication, Barriers to Effective Communication and remedies, Characteristics of Effective Communication [8Hrs]

**Unit II**  
**Communication Efficiency:** Concept of Non-verbal Communication, Elements of Non-verbal Communication - Gestures, Postures, Facial-expressions, Gaze, Eye contact, and Space, Presentation skills - Interviews, Group Discussion, Making presentations with Audio-visual aids, Electronic Communication - Internet and Social media. [8Hrs]

**Unit III**  
**Technical Documents:** Definition, Types, Structure, Significant Features of: Resume Writing, Report Writing, Proposal Writing, Dissertation, and Research Papers [8Hrs]

**Unit IV**  
**Communication in Society and Workplace:**  
**Text 1 - Gender-inclusive Language**  
 Background, Purpose, and Guidelines  
 United Nations Gender-inclusive Language  
<https://www.un.org/en/gender-inclusive-language/index.shtml>

**Text 2 - Cultural Diversity in India**  
 India: Unity in Cultural Diversity Introduction (P. xii - xviii)  
[https://dsel.education.gov.in/sites/default/files/book\\_unity\\_in\\_diversity.pdf](https://dsel.education.gov.in/sites/default/files/book_unity_in_diversity.pdf)

**Text 3 - The Matrix (1999)**  
 Genre: Movie (Science Fiction)  
 Dir. The Wachowski Brothers

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[8Hrs]

**Textbooks:**

1. *High English Grammar and Composition* by Wren, P.C. & Martin H., S. Chand & Company Ltd, New Delhi.
2. *Technical Communication: Principles & Practice* by Meenakshi Raman, New Delhi: Oxford University Press

**References:**

1. *Be Grammar Ready: The Ultimate Guide to English Grammar* by John Eastwood, New Delhi, Oxford University Press, 2020.
2. *Communication Skills: A Workbook* by Sanjay Kumar & Pushp Lata, New Delhi, Oxford University Press, 2018.
3. *Basic Technical Communication* by Kavita Tyagi & Padma Mishra, New Delhi, PHI Learning, 2012.
4. *Advanced Technical Communication* by Kavita Tyagi & Padma Mishra, New Delhi, PHI Learning, 2011.

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