

**Government of Karnataka  
Department of Collegiate and Technical Education  
Board of Technical Examinations, Bangalore**

<b>Course Code</b>	20EG01P	<b>Semester</b>	I/II
<b>Course Title</b>	<b>COMMUNICATION SKILLS</b>	<b>Course Group</b>	Core
<b>No. of Credits</b>	4	<b>Type of Course</b>	Tutorial + Practice
<b>Course Category</b>	Workplace Skills / Humanities & Social Sciences	<b>Total Contact Hours</b>	6Hrs Per Week
			78Hrs Per Semester
<b>Prerequisites</b>	Nil	<b>Teaching Scheme</b>	(L:T:P)= 0:1:2
<b>CIE Marks</b>	60	<b>SEE Marks</b>	40

### Preamble

Today, Communication is a very important skill for the success of every millennial student. Millennials affinity to use digital media for communication, changing career and working landscapes, and greater competition in colleges and workplaces makes enhancing student communication skills beyond language a must. Rote learning a few tips or tricks the night before an interview or performance review won't do the job if students are trying to make an impression in highly collaborative workplaces of the future. Expectations from students aspiring to be part of such future workplaces are that they have not just good verbal and non-verbal communication skills but also a good understanding of how to use modern tools for effective communication.

### Scope

To enable students to communicate clearly and effectively, by improving their verbal and non-verbal communication skills, as well as enhancing interpersonal skills and knowledge of appropriate tools for specific communication strategies.

### Course Objectives

The objectives of communication skills course are:

- Build better communication skills: oral and written expressions and body language
- Enable critical thinking
- Empower with active listening skills
- Enable team work/collaboration

### Instructional Strategy

To achieve course objectives, it is important to provide the blended mode of instruction for each of the concepts. This blended mode of instruction enables and empowers students with:

- **Understanding of Concept (Theory):**
  - Through definitions, discussions, explanation, conclusions.
  - Through demonstrations: Show films or other workplace clips that model various conversation skills. This provides greater clarity of the concept by
    - Enabling observation skills

- Helping in expression of gesture
  - building confidence
- **Application of Concept (Learning by doing):** It is imperative that to become a good communicator, the skills have to be built by applying the concept in the hypothetically created real life situations. Students are encouraged to participate in each of these activities during lab session to help build the effective communication skills.
  - Use of technology tools like audio books, apps like voice thread or paper telephone, etc.
    - To help in workplace conversions.
    - To increase active listening, pronunciation
    - To help in voice modulation
  - Group discussion
    - Reinforce active listening
    - Enable group debate to imbibe healthy communication strategies
    - Sharpen the skills of "Asking clarifying questions"
    - Sharpen Feedback / Response skills
    - Time management skills
  - Group presentations/peer reviews
    - Enable team work
    - Assess concept understanding
    - Sharpen both oral and written communication skills
  - Group activities:
    - foster critical thinking
    - enable reflective learning
  - Tools usage:
    - Understand the difference between a Dictionary and a Thesaurus
    - Understand "When" and "How" to use these tools for communication

### Course Outcomes

After completion of this course, the student shall be able to;

- Communicate
  - Identify audience (colleagues, management, customers/vendors) and use the right methodologies for communication using the right terminology, names, grades and other nomenclature pertaining to the trade, tools and specific equipment.
- Write
  - in at least one language correctly
  - basic level notes and observations
  - job cards, work sheets, basic report writing and responding to emails, simple presentations, job applications, resume
- Read
  - Technical manuals, task sheets/job orders, policies and regulations pertinent to the job, including OEM guidelines.
  - all instructions given in memos, manuals, documents or those put up as posters across the premises
  - safety precautions mentioned in equipment manuals and panels to understand the potential risks associated
- Question
  - Ask right questions
  - Use different ways of asking questions
    - Clarifying/Open ended (What, Why, When, Who, Where, How)
    - Close ended

- Present
  - With right Posture & Gesture
  - With greater concept/content clarity
  - With high confidence
  - With voice modulation to capture the attention of audience
- Use technology tools
  - Office productivity
    - Word : Report writing
    - PowerPoint : Creating effective presentations
    - Excel : Data handling/Charts

### **Course Content**

The following are the various units to be taught and assessed in order to ensure the student is able to demonstrate the Course Outcomes mentioned in the **Course Outcome** section.

#### **Pre-assessment:**

Teachers are required to administer pre-assessment before starting the actual instruction. This helps in gathering information about students' like their attitude, beliefs, interests, and learning abilities.

#### **Pre assessment expectations:**

- To assess current language skill (Pronunciation, usage, sentence formation)
- To assess their ability to comprehend and respond to the instruction
- To assess their interest towards accepting ideas and learning
- To assess their current communication skills: asking questions, listening, communicating with confidence

**UNIT 1: English - Introduction****Learning outcome:**

Learn English pronunciation, functional grammar concepts & Reading. To gain confidence in spoken English. This section also covers phonemic awareness, grammar rules to set a strong base for application mode of communication.

<b>Phonemic awareness</b>	<b>Going over 42 sounds</b>	<p><i>Examining the understanding of sounds Spelling patterns (Consonant and Vowel blending: CVC words) Pronunciation</i></p> <ul style="list-style-type: none"> <li>○ List of words given above (Commonly used words)</li> <li>○ Diction (speech)</li> </ul>	0:2:2
<b>Functional Grammar Concepts</b>	<b>Revision of Grammar concepts</b>	<p><i>Parts of speech Sentence structure Examples of right sentences Gender, Singular, Plural Usage of voice (active and passive) and tenses</i></p>	2:0:0 0:1:0 0:1:0 0:2:0
<b>Comprehension activities</b>	<b>Reading conversations (check the unit wise activity table)</b>	<b><i>Written test for each comprehension</i></b>	0:0:2

**UNIT 2: Communication****Lesson outcome:**

At the end of the session:

- Students should be able to
  - Understand the communication process, influence of voice/tone, logical organization of thought, comprehension, listening skills.
  - Understand the basic building blocks of communication and strategies for working with each of these blocks.
  - Learn about carrying self, etiquettes of communication.
  - Build positive attitude about self and towards handling communication.
  - Learn the process for effective communication, problem solving techniques, to be confident communicator.

<b>INTRODUCTION:</b>	<b>What is communication? Why communication? How do we communicate? Communication Theory and Process</b>		1: 2:0  0:2:2
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	<p><b>Barriers to communication</b></p> <p><b>How communication happens?</b></p> <ul style="list-style-type: none"> <li>• Pictorial representation of communication framework</li> <li>• Elements of communication: sender, receiver, message</li> <li>• Refer to activity in Unit activity section.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Lack of linguistic ability</li> <li>• Grammar</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Physiology</li> </ul> <p><b>Systematic</b></p> <ul style="list-style-type: none"> <li>• inefficient or inappropriate information systems</li> <li>• Lack of communication channel</li> <li>• lack of understanding of the roles and responsibilities</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Perceptions</li> <li>• Preconceived notions</li> </ul>	0:2:2 (video clip play, content tutorial, role play)
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<b>Building blocks of communication</b>	<b>People</b> <b>Message</b> <b>Context</b> <b>Listening</b>	<p><b>People:</b></p> <ul style="list-style-type: none"> <li>• Empathising with sender's or receiver's perception</li> <li>• Intent &amp; Impact on the sender/receiver</li> <li>• Think – Feel – Do model</li> </ul> <p><b>Message:</b></p> <p>Message channels:</p> <ul style="list-style-type: none"> <li>○ Inperson, <b>email</b>, memo, report</li> </ul> <p>Be aware of Mental Filters</p> <ul style="list-style-type: none"> <li>○ Level of understanding/knowledge</li> <li>○ Personal concerns</li> <li>○ Pre conceived notions</li> </ul> <p>Organize message:</p> <ul style="list-style-type: none"> <li>○ Critical thinking: organize your thoughts?</li> </ul> <p>Use following strategy:</p> <ul style="list-style-type: none"> <li>■ Who</li> <li>■ What</li> <li>■ When</li> <li>■ Why</li> <li>■ How</li> </ul> <ul style="list-style-type: none"> <li>○ Bundle Primary and Secondary information</li> <li>○ Mindful about non-verbal message</li> <li>○ Tone of voice</li> </ul> <p>Examples of Types of messages:</p> <ul style="list-style-type: none"> <li>○ Inform</li> <li>○ Persuade</li> <li>○ Cyclical</li> </ul> <p>Avoiding Miscommunication:</p> <ul style="list-style-type: none"> <li>• Evaluate (Checking for) understanding of the intent of the message with the receiver – by asking clarifying questions?</li> </ul> <p><b>Context:</b></p> <p>Define context</p> <p>Importance of context</p> <p>Tune into context</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Location</li> <li>• Relationship</li> </ul>	0:4:4
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	<p><b><i>Listening:</i></b></p> <p>Importance of listening</p> <p>Barrier to listening:</p> <ul style="list-style-type: none"> <li>• Mental filters</li> <li>• Multitasking</li> <li>• Information overload</li> </ul> <p>Strategies for listening:</p> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Acknowledge</li> <li>• Summarize</li> <li>• Listen with eyes for connecting to non-verbal connection</li> <li>• Empathize</li> <li>• Pay attention</li> <li>• Ask clarifying questions</li> </ul> <p>Effective Listening Behaviors:</p> <ul style="list-style-type: none"> <li>• Maintaining relaxed body posture</li> <li>• Leaning slightly forward if sitting</li> <li>• Facing person squarely at eye level</li> <li>• Maintaining an open posture</li> <li>• Maintaining appropriate distance</li> <li>• Offering simple acknowledgements</li> <li>• Reflecting meaning (paraphrase)</li> <li>• Reflecting emotions</li> <li>• Using eye contact</li> <li>• Providing non-distracting environment</li> </ul> <p>Behaviors that hinder effective listening</p> <ul style="list-style-type: none"> <li>• Acting distracted</li> <li>• Autobiographical (Telling your own story without acknowledging theirs first)</li> <li>• No response</li> <li>• Invalidating response, put downs</li> <li>• Interrupting</li> <li>• Criticizing</li> <li>• Judging</li> <li>• Giving advice/solutions</li> <li>• Changing the subject</li> <li>• Reassuring without acknowledgment</li> </ul>	

**UNIT 3: Verbal Communication**

**Lesson outcome:**

At the end of this session, Students should be able to:

- Understand and define the communication framework structure for each of the verbal communication(in person/telephonic/video conference).
- Understand and apply the verbal communication techniques.
- Use technical jargons in communication.
- Use right body language during verbal communication
- Understand and practice the Active Listening techniques
- Confidently articulate or present the content

<b>Different types of verbal communication:</b>	<p><b>In person</b></p> <p><b>Telephonic</b></p> <p><b>Video conference</b></p>	<p>Use ABC's : Accuracy, Brevity, Clarity</p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Main body of the content</li> <li>○ Summary</li> </ul> <ul style="list-style-type: none"> <li>● Use voice/tone effectively</li> <li>● Reinforcement of Listening skills: Active and Empathetic listening skills</li> <li>● Body language           <ul style="list-style-type: none"> <li>○ Eye contact</li> <li>○ Body posture</li> <li>○ Gesture</li> <li>○ Facial expression</li> <li>○ Space</li> </ul> </li> </ul>	<b>0:2:4</b>
<b>Listening Skills</b>	<p><b>Effective Listening behaviors</b></p> <p><b>Behaviours that hinder effective listening</b></p>	<p>Effective Listening Behaviours:</p> <ul style="list-style-type: none"> <li>● Maintaining relaxed body posture</li> <li>● Leaning slightly forward if sitting</li> <li>● Facing person squarely at eye level</li> <li>● Maintaining an open posture</li> <li>● Maintaining appropriate distance</li> <li>● Offering simple acknowledgements</li> <li>● Reflecting meaning (paraphrase)</li> <li>● Reflecting emotions</li> <li>● Using eye contact</li> <li>● Providing non-distracting environment</li> </ul> <p>Behaviours that hinder effective listening</p> <ul style="list-style-type: none"> <li>● Acting distracted</li> <li>● Autobiographical (Telling your own story without acknowledging theirs first)</li> <li>● No response</li> <li>● Invalidating response, put downs</li> <li>● Interrupting</li> <li>● Criticizing</li> <li>● Judging</li> <li>● Giving advice/solutions</li> <li>● Changing the subject</li> <li>● Reassuring without acknowledgment</li> </ul>	
<b>Using technical Jargons:</b>	<p><i>Assignment based project encouraging pupil to use the</i></p>		

<p><i>technical terms in the written and verbal communication.</i> This requires understanding of the core concepts (from subject teacher) and integrating the concept with communication concepts to gain the real time application knowledge.</p>		
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**UNIT4: Non-Verbal Communication:**

**Lesson outcome:**

At the end of this unit, students should be able to:

- Understand the importance of Body language and its impact.
- Use the strategies for effective body language.
- Understand the relevance of different elements of emails and how to use them.
- Develop the confidence in presenting written content in logical and organized manner with a definitive email framework.
- Write different email formats confidently: Job application, Request email, apology email, email responses/feedback.
- Confidently write Resume/Curriculum-vitae, Reports, Formal letters and portfolio.
- Confidently communicate using technical jargons and with increased vocabulary.

<b>Body Language</b> <b>Art of Professional writing:</b>	<b>Strategies</b> <b>Written communication</b> <b>Emails:</b> <ul style="list-style-type: none"> <li>• Structured framework for writing formal emails to emphasize on professional communication in English</li> </ul>	<p>Body language tips:</p> <ul style="list-style-type: none"> <li>• Keep appropriate distance</li> <li>• Take care of your appearance</li> <li>• Maintain eye contact</li> <li>• Smile genuinely</li> </ul> <p>Do's and Don'ts:</p> <p>dos:</p> <ul style="list-style-type: none"> <li>• smile</li> <li>• stand up confident and straight</li> <li>• use appropriate hand gestures</li> <li>• Make eye contact with audience</li> <li>• Hold neat note cards while presenting content</li> </ul> <p>Don'ts</p> <ul style="list-style-type: none"> <li>• point at anyone</li> <li>• rock backwards and forwards</li> <li>• pace across front of room</li> <li>• read off slides</li> </ul> <p>read off notes</p> <p>Different types of emails: Job application, request letter, letter writing and quick notes</p> <p>Structure of email text:</p> <ul style="list-style-type: none"> <li>• Introduction – Beginning of the letter and this plays crucial role as it provides first impression to the reader. <ul style="list-style-type: none"> <li>◦ Who: author (name + position and organisation)</li> <li>◦ what: purpose - controlling idea (what author does or feels)</li> </ul> </li> <li>• Development: Expand on the Controlling Idea/purpose of the email by answering relevant WH questions <ul style="list-style-type: none"> <li>◦ what, when, where, who, whom, which, whose, why, and how</li> </ul> </li> <li>• Conclusion: Positive words <ul style="list-style-type: none"> <li>◦ Verb: thank, appreciate, hope, wish</li> </ul> </li> </ul>	0:3:4 0:2:4
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		<ul style="list-style-type: none"> <li>○ Phrases: be glad about, look forward to</li> </ul> <p>Email writing samples and practice content in the activity section.</p> <p>Additional essential writing skills – Framework will be provided and assignments will be advised:</p> <ul style="list-style-type: none"> <li>• Resume writing /CurriculumVitae</li> <li>• Report Writing</li> <li>• Portfolio writing</li> <li>• Formal letters</li> </ul>	
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#### **UNIT5: English - Reading Skills, Grammar & Vocabulary**

##### **Lesson Outcome:**

At the end of the session, student should be able to:

- Read sentences with punctuation.
- Understand the techniques of reading complex words.
- Understand and apply the reading techniques for efficient reading.
- Understand the usage of communication tools like Thesaurus and Dictionary that aids in improving vocabulary and reading.
- Understand and apply the functional grammar aspects in day today communication.

	<p><b><i>Comprehension activities</i></b></p> <p><b><i>Techniques for smart reading</i></b></p> <p><b><i>List of Commonly confused words and how to use/avoid them</i></b></p> <p><b><i>Sentences:</i></b></p> <ul style="list-style-type: none"> <li>○ Declarative sentence</li> </ul>	<p>Passage comprehension Conversation comprehension</p> <p>Strategies for smart reading:</p> <ul style="list-style-type: none"> <li>• Skimming and scanning through the text, inferring the meaning</li> <li>• Questioning, summarizing</li> </ul> <p>Set of words to accelerate the English language learning and usage. Strategies to use these words effectively</p> <p>Techniques of categorizing sentences, understanding how to build with punctuation and effectively use in the</p>	<p>0:2: 2</p> <p>0:1: 2</p> <p>0:1: 2</p>
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<b>Reading skills</b>  <b>Functional Grammar</b>  <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>○ Imperative sentence</li> <li>○ Interrogative sentence</li> <li>○ Exclamatory sentence</li> </ul> <p><b>Punctuation, Content organization and Comprehension</b></p> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>• Learning new words from comprehension by way of repetition and usage of these words in communication</li> <li>• Listing technical jargons and repeatedly using in the communication with peers and teachers</li> <li>• Chunking and reading words</li> </ul> <p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between a Dictionary and a Thesaurus</li> <li>• Understand "When" and "How" to use these tools for communication</li> </ul>	<p>verbal and non-verbal communication. This involves more of hands on activities.</p> <p>Comprehension remains as a main activity to accelerate the learning of spoken and written English language</p> <p>Increases vocabulary, builds confidence and helps in becoming a good communicator.</p> <p>Activities are done, tips are provided to efficiently implement these strategies.</p>	0:1:2
	0:1:0		

**Unit 6 - Communication Tools****Lesson Outcome:**

At the end of the session, student should be able to:

- Use Email technology efficiently for communication
- Present content in the PPT format efficiently
- Understand different platforms available for web conferencing and efficiently work with them.
- Create reports and data management.

<b>Introduction</b>	Evolution of communication tools	Traditional vs. modern communication tools Advantages and Disadvantages	1:0:0
<b>One-to-One</b>	<b>Email using Gmail</b>	How to use the tools effectively? Formatting, layout Including attachment Working with "To, CC, BCC" and Subject fields effectively Using signature	0:1:1
<b>One-to-Many</b>	<b>Presentation using PowerPoint</b>	Creating, Editing, Saving slides Using Animation Formatting options	0:1:2
	<b>Webinar / Web Presentation (zoom, Google meet, Skype)</b>	Hosting online meeting using online meeting tools Inviting people Sharing screen	0:1:1
<b>Other</b>	<b>Reports using MS Word</b>	Open, close, Edit and Save usage with documents Layout and strategies for creating report Sample report creation demo with follow on assignment Core subject project report submission assignment	0:1: 2
	<b>Data &amp; Graphs using MS Excel</b>	Open, close, save and edit the excel document Creating data Using basic maths operation in Excel for working with data Creating simple graphs Assignment: For example, creating statistics of subject wise activities completed for 6 months in the credit course	0:1: 2
			<b>4:34:40</b>

**Course Class Activity List (Unit-wise)**

The following are the various activities that faculty could conduct for each unit are presented below;

Unit No.	Unit Title	Unit Activities
<b>UNIT 1: Activities:</b>	<b>English – Introduction</b>	<p>1. 42 sounds revision:</p> <p>1. s, a, t, i, p, n      2. c k, e, h, r, m, d      3. g, o, u, l, f, b      4. ai, j, oa, ie, ee, or      5. z, w, ng, v, oo, oo      6. y, x, ch, sh, th, th      7. qu, ou, oi, ue, er, ar</p> <ul style="list-style-type: none"> <li>• This helps in reducing the native language impact</li> <li>• Helps in understanding Short and Long vowel words</li> <li>• Helps in spelling</li> <li>• Helps in pronunciation</li> </ul> <p>2. Reading commonly used words loud from the list (list will be provided in the workbook):</p> <ul style="list-style-type: none"> <li>• This helps in getting familiarity with the word pronunciation and helps in reading.</li> </ul> <p>3. Blending words activity:</p> <ul style="list-style-type: none"> <li>• Write simple three letter words (CVC/CVCC/CVCV) pattern words: Can, Cap, Snap, cape (list will be provided in the workbook)</li> <li>• Show how to blend with the sound.</li> <li>• Starting with 3 letter words and continuing to 6 to 8 letter words. <i>Note: Remember before going through big words, it is always important to assess and ensure the student is aware of all the 42 sounds and are comfortable making small words.</i></li> </ul> <p>Parts of Speech:</p> <p>building sentence using parts of speech: Demonstration by teacher: (Will be explained in the book as an example)</p> <p>Jumbled parts of speech: Student should pick the right order to build meaningful sentence:</p> <p>(More samples will be provided in the workbook)</p> <ul style="list-style-type: none"> <li>• College go to you everyday.</li> <li>• Makes spider web the a</li> </ul>

		<p>Gender, Singular and Plurals:</p> <ul style="list-style-type: none"> <li>• Match the following activity for singular and plural</li> <li>• Fill in the blanks activity for genders</li> </ul> <p>Reading &amp; Comprehension: Conversation</p> <ul style="list-style-type: none"> <li>• Conversation at the bank (provided in the workbook along with few more conversation samples)</li> <li>• Questions based on this conversation will be provided in the workbook</li> </ul>
<b>Unit 2</b>	<b>Communication</b>	<p>Oral:</p> <ul style="list-style-type: none"> <li>• Introduce yourself?</li> </ul> <p>Visual:</p> <ul style="list-style-type: none"> <li>• Video clip on communication etiquette</li> <li>• Pictures (in addendum section): do's and don'ts of communication</li> </ul> <p>Group of students, one participant whispers in another participant's ear, and this message has to be passed on in a circle until it reaches back the sender. Making a note of process of message conveyed and how it was perceived.</p> <ul style="list-style-type: none"> <li>○ Identify the communication gap if any.</li> <li>○ Discuss and conclude the communication framework importance</li> <li>○ Discuss/reiterate how to make communication framework strong.</li> </ul> <p>1. Role play to assess the understanding of building blocks of communication: (can be tapered to the core skills of diploma courses, following are just few of the examples)</p> <ol style="list-style-type: none"> <li>a. Announcing the result of students in the class or</li> <li>b. Announcing the job placement of students (people, context, message, form of message)</li> <li>c. Discussing the guidelines of examination (listening skills)</li> <li>d. Listening to the weather forecast without seeing and making note of the listening</li> </ol>

		<p>ability (play video of weather forecast) – Assess based on how much the student is able to recall.</p> <p>2. Run National geography/Discovery Video clip/subject related technical video clip on YouTube: Check:</p> <ul style="list-style-type: none"> <li>○ if the student has not understood what a speaker expressed</li> <li>○ about work or safety related issues</li> <li>○ seeking clarification or advice appropriately from colleague, customer, management or vendor</li> </ul>
<b>Unit 3</b>	<b>Verbal communication</b>	<p>1. Voice/tone modulation: Showcase video Discussion: What was right? What was wrong? How it should have been better?</p> <p>2. Picture description activity (memory test): Class split into groups A, B C,D: (two or four groups of at least 5 people each): Teacher shows different picture to each group for three minutes. Now each group has to remember what was on the picture and discuss with each other, write down the elements on a piece of sheet and share it with the teacher. Group that remembers more will be the winner.</p> <p>Teacher to observe the body language of a student in the group, listening skills of a student, presentation skill, comprehension skill, content delivery skill, confidence level, team work. And reiterate the concepts, dos and don'ts, and discuss what could have been done better. (details of pictures will be given in the workbook)</p> <p>3. Telephonic conversation: Role play by a teacher: Call Airtel/Vodafone department and asking for the phone number portability process.</p>

		<p>After teacher demonstrates, teacher divides the class in to small groups of three people.</p> <ul style="list-style-type: none"> <li>• Each group will be given a different telephone conversation assignment (samples will be provided in workbook).</li> <li>• Two people in the group pretend to converse over the phone, and the third person makes a note of right and wrong approaches during the communication.</li> </ul>
<b>Unit 4:</b>	<b>Non-verbal communication</b>	<p>Body language</p> <p>Simon Says:</p> <p>Instructions and set up :</p> <ol style="list-style-type: none"> <li>1. Series of instructions to the group that are to be copied/reproduced. Start slowly and increase the pace</li> <li>2. State the following actions as YOU do them: <ul style="list-style-type: none"> <li>○ Put your hand to your nose</li> <li>○ Clap your hands</li> <li>○ Stand up</li> <li>○ Turn around</li> <li>○ Touch your shoulder</li> <li>○ Sit down</li> <li>○ Stamp your foot</li> <li>○ Cross your arms</li> <li>○ Put your hand to your forehead – <u>BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE</u></li> </ul> </li> <li>3. Observe the number of group members who copy what you did rather than what you said.</li> </ol> <p><b>Outcome of this activity:</b></p> <p>Discuss how body language can reinforce/influence verbal communication and drive the importance of body language and how to work on it</p> <ul style="list-style-type: none"> <li>• Email communication &amp; Using technical jargons:</li> </ul> <p>Sample letter writing as assignment to students. (list will be provided in the text book – Request, apology,</p>

		<p>job application and relevant email formats that are useful for students post diploma course)</p> <ul style="list-style-type: none"> <li>• There will be at least one assignment that utilizes technical jargons in email communication.</li> </ul>
<b>UNIT 5:</b>	<b>English - Reading Skills, Grammar &amp; Vocabulary</b>	<ul style="list-style-type: none"> <li>• Reading passage (Provided in workbook)</li> <li>• Reading passage from the text book</li> <li>• Comprehension: Passage &amp; Conversation (will be provided in workbook)</li> <li>• Chunking words and reading activities</li> </ul>
<b>Unit 6:</b>	<b>Communication tools</b>	<ul style="list-style-type: none"> <li>• Email writing activities: Writing emails using email provider. Theme based email writing</li> <li>• Report writing assignment</li> </ul> <p>Writing about a machinery tool/interior designing plan? Related to the diploma stream.</p> <ul style="list-style-type: none"> <li>• Resume writing assignment</li> <li>• Data handling: Collecting data about machines/number of students passed out of college for last three years and creating graph about it.</li> <li>• Presentation: <ul style="list-style-type: none"> <li>○ About learning in the communication class</li> <li>○ Concept presentation</li> </ul> </li> </ul>

### Course Assessment Strategies

#### Assessment Methodology

- Observation (role play activities, team activities, demonstration)
- Questions & Answer – Periodic Assessment

#### Assessment Grading RUBRICS

<b>Language Basics</b>	
Beginner	Doesn't know / understand
Intermediate	can read and identify commonly used words
Good	Confident , able to communicate well with known people
Advanced	Confident , able to communicate well with anyone using English
Expert	Can read, understand; Also comprehend & can train others
<b>Reading</b>	
Beginner	Beginning to read, has native language impact
Intermediate	can read, identify words, build simple 3/4/5 letter words easily
Good	Can read, understand, build words, read simple sentences ; Also comprehend

Advanced	Can read, understand, build words, read simple sentences ; Also comprehend
Expert	Confident , read simple and complex sentences with punctuation, comprehend, spell also build words
<b>Inter personal communication</b>	
Beginner	is shy, doesn't talk/express
Intermediate	hesitates to communicate – due to lack of confidence / ability, can talk to known people
Good	can talk to unknown people, less confident, does not express, has hard time working as a team
Advanced	can talk to unknown people, confident, can't express, has hard time working as a team
Expert	confident, can talk to anyone, express well, works well in the team
<b>Body language</b>	
Beginner	Is shy, not open to communicate, has hard time making friends
Intermediate	Knows basics of Body language, practices sometimes
Good	Knows basics of Body language, practices most times, has less confidence in presenting content
Advanced	Knows and practices good body language all times, can present content
Expert	Knows and practices good body language all times, is an example, Leads the pack to get better
<b>Listening Skills</b>	
Beginner	Just hears, no attention
Intermediate	Listens, pays attention, does not ask any question
Good	Listens, pays attention, ask questions
Advanced	listens, pays attention, asks questions, cannot empathize
Expert	Listens, pays attention, asks clarifying questions, able to understand the message communicated
<b>Acceptability to Learn</b>	
Low	is not receiving to information
Average	receives information but resists to implement
Good , Above Average	receives information and implements per instructions
Strong	receives information and proactively implements and seeks feedback
<b>Verbal Communication</b>	
Beginner	Does not communicate, shy, low on confidence: has problem expressing in his/her native language or English language
Intermediate	Can communicate in native language, low confidence, shy, yet to try in English language
Good	Can communicate in native language, good confidence, tries to communicate in English language
Advanced	Can communicate in native language, express view points, good confidence, comfortable talking to people in the team, tries to communicate in English language aswell

Expert	Can communicate in native language, express view points, very good confidence, can communicate with anyone without any fear, asks clarifying questions, communicates well in English, or tries hard to communicate in English language as well
<b>Non-Verbal Communication</b>	
Beginner	Struggles to understand the non-verbal cues, has to work on body language, has hard time understanding the written communication aspects
Intermediate	Can understand the non-verbal cues, has to practice, tries to apply written communication aspects
Good	Can understand non-verbal cues, practices well, works hard to get hold on written communication skills, exhibits confidence in whatever task is given
Advanced	Can understand non-verbal cues, can work on written communication aspects, exhibits confidence, practices well, help others to identify non-verbal cues
Expert	Can understand non-verbal cues, train others, confident, exhibits good non-verbal cues at all times, can train the pack, has good hold on written communication as well.
<b>Comprehension</b>	
Beginner	Tries to read the passage, has hard time to comprehend
Intermediate	Can read the conversation passage, has hard time understanding the regular passage
Good	Can read the conversation passage, regular passage, but stutters in answering questions if there are technical jargons
Advanced	Can read the conversation passage, comprehend but regular passage comprehension is good
Expert	Can read the conversation passage, comprehend but regular passage comprehension is good, explain better to others, help others, lead the pack
<b>Writing Communication</b>	
Beginner	Has trouble forming right sentences for written communication
Intermediate	Can form sentences, has problem with the layout, gets confused between layout for different form of written communication
Good	Can form sentences, has fair understanding of the layout to be used for particular type of written communication, but stutters for words and expression
Advanced	Can form sentences, has good understanding of the layout to be used for particular type of written communication, confident, can express thoughts well
Expert	Can form sentences, has good understanding of the layout to be used for particular type of written communication, confident, can express thoughts well and train others and lead the pack

## Recommended Learning Resources

<https://www.englishclub.com/grammar/parts-of-speech.htm>

Watch Amy Cuddy's TED Talk: [Your Body Language Shapes Who You Are](#)

Additional Reading: [http://money.cnn.com/2000/05/03/career/q\\_body\\_language/](http://money.cnn.com/2000/05/03/career/q_body_language/)

### Pre-assessment:

#### Activity 1:

Make a group, read random words from the list, build sentence for few words from the list.

Create a group of 3 or 5 students. Randomly pick 5 words from the word list write down on the board/show them as a chart if you have created a word chart/make chit of words and ask them to pick one chit and READ the word.

**Main idea:** Testing the pronunciation ability, language ability, confidence in speaking, ability to understand and accept the instruction

#### Activity 2:

Simple reading test – Reading passages (Simple passage from the current course book)

Show the reading passage, let each one of them read 2 lines, after first student is done with reading two lines, then the next student must pick up from there and read next two lines. This process has to be followed until the entire class is done with reading or at least ten students are done with reading.

**Main idea:** Testing listening skills, attentiveness, language ability, pronunciation ability

#### Activity 3:

Students getting to know each other. Create a group of 3 or 5 students. Each student gets chance to talk to another student, introduce him/herself to the student, ask question, make a note of the answer against the name of the student who is answering the question on a sheet of paper.

**Main idea:** To assess current communication level, body language when students talk with each other, and confidence.

**Commonly Used Word List**

When	Today	For	Off	Yes	To	Girl	This
Give	Stop	There	Often	On	Am	A	Could
Again	Little	Than	Myself	Been	Where	You	Now
Do	Large	At	Over	Of	Way	Be	Fun
From	Both	Like	Along	He	Which	Were	Only
Him	Name	Said	Why	It	Write	Or	Much
Can	Few	They	Has	More	Goes	One	Tell
Go	Home	Look	Bring	My	Great	All	Out
But	Big	Know	Part	Any	Number	That	Fast
Old	Should	Done	By	Their	First	Cat	Is
Not	Once	High	As	We	Find	His	Small
Her	Thought	So	Into	She	Me	Have	Dog
Time	Better	Them	Away	Did	In	How	See
Long	Many	Does	No	Went	Before	Water	Here
Had	Get	Always	Other	Full	Saw	And	People
Word	Please	These	With	Some	Never	Use	School
Very	Ask	Last	An	Then	Boy	Take	Two
Your	Say	Got	What	If	Right	The	Call
Make	Ten	Next	Come	Night	After	Will	Might
Day	I	Those	Would	Made	About	Was	May
Each	Show	Play	Who	Up	Far	Are	Walk

To assess current communication skill: Activity based

**Activity 3:**

Making a group of students and getting to know each other with a predefined expectation for example:

Name:

I have performed on stage:

I'm good at sports:

I can speak more than 3 languages:

I'm always cheerful:

I like my mother tongue:

**Course Assessment and Evaluation**

**Continuous Internal Evaluation (CIE)**

Sl.No	Assessment	Schedule	Duration	Max. Test marks
1	Skill Test 1	At the end of 3 <sup>rd</sup> week of the sem	2 Hrs	20
2	Skill Test 2	At the end of 7 <sup>th</sup> week of the sem	2 Hrs	20
3	Skill Test 3	At the end of 13 <sup>th</sup> week of the sem	2 Hrs	20
Total				60

**Scheme of Valuation for CIE**

Serial no	Assessment	Marks
1	<b>Portfolio Evaluation of activities / exercises conducted upto the schedule of Skill Test. (Work Book Based)</b>	<b>10</b>
2	<b>Assessment of any one through qualitative assessment ( Rubrics)</b>	<b>10</b>
	<b>TOTAL</b>	<b>20</b>

RUBRICS FOR ASSESSMENT OF ACTIVITY (10marks) <b>(Qualitative Assessment)</b>						
Dimension	Beginner	Intermediate	Good	Advanced	Expert	<b>Student Score</b>
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
	Descriptor	Descriptor	Descriptor	Descriptor	Descriptor	
<b>Average / Total Marks:</b>						

<b>Example Only</b> <b>RUBRICS FOR ASSESSMENT OF ACTIVITY (10marks)</b> <b>Faculty need to develop appropriate rubrics as per the assigned activity for assessment</b>						
Dimension	Beginner	Intermediate	Good	Advanced	Expert	<b>Student Score</b>
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	
<b>Language Basics</b>	Doesn't know / understand	Can read and identify commonly used words	Confident , able to communicate well with known people	Confident , able to communicate well with anyone using a English	Can read, understand; Also comprehend & can train others	8
<b>Reading</b>	Beginning to read, has native language impact	Can read, identify words, build simple 3/4/5 letter words easily	Can read, understand, build words, read simple sentences ; Also comprehend	Can read, understand, build words, read simple sentences ; Also comprehend	Confident , read simple and complex sentences with punctuation, comprehend, spell also build words	6
<b>Inter personal communication</b>	Is shy, doesn't talk/express	Hesitates to communicate – due to lack of confidence / ability, can talk to known people	Can talk to unknown people, less confident, does not express, has hard time working as a team	Can talk to unknown people, confident, can't express, has hard time working as a team	Confident, can talk to anyone, express well, works well in the team	8
<b>Body language</b>	Is shy, not open to communicate, has hard time making friends	Knows basics of Body language, practices sometimes	Knows basics of Body language, practices most times, has less confidence in presenting content	Knows and practices good body language all times, can present content	Knows and practices good body language all times, is an example, Leads the pack to get better	8
<b>Average / Total Marks: <math>(8+6+8+8)/4</math></b>						<b>7.5 = 8 marks</b>

**Scheme of Valuation for Semester End Examination (SEE)**

<b>Serial no</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Marks</b>	<b>Conversion</b>
1	<b>Portfolio Evaluation- UNIT 1: English - Introduction</b>	<b>Work Book</b>	<b>15</b>	
2	<b>Portfolio Evaluation- UNIT 2: Communication</b>	<b>Work Book</b>	<b>15</b>	
3	<b>Portfolio Evaluation- UNIT 3: Verbal Communication</b>	<b>Work Book</b>	<b>15</b>	
4	<b>Portfolio Evaluation- UNIT-4: Non-Verbal Communication:</b>	<b>Work Book</b>	<b>15</b>	
5	<b>Portfolio Evaluation- UNIT-5: English - Reading Skills, Grammar &amp; Vocabulary</b>	<b>Work Book</b>	<b>15</b>	
6	<b>Any one activity through communication tools- By qualitative assessment (Rubrics).</b>	<b>BTE Answer scripts</b>	<b>25</b>	
		<b>TOTAL</b>	<b>100</b>	

**40 Marks**