

Course Code : 22009

#### 4. TEACHING AND EXAMINATION SCHEME

marks  
project  
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12



12

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
2	Draft a job application letter with resume using computer.	V	2*
3	Mention the examples of body language use at workplace with suitable pictures and images.	II	2*
4	Prepare a minutes of meeting and mail it to given email address	VI	2
5	Write the importance and guidelines of presentation skills.	III	2*
6	Draft a detailed Progress Report.	IV	2*
7	Organize a debate on types of communication.	I & III	2
8	Summarize an industry report using techniques of summarizing.	IV	2
9	Draft a complaint letter on given topic.	V	2
10	Design PowerPoint presentation on any technical topic.	III	2*
11	Explain the eight principles of effective communication.	I	2*
12	Explain various non-verbal codes with examples.	II	2
13	Explain the importance of personal appearance stating tips of grooming for a professional.	II	2*
14	Draft a memo on given topic.	V	2
15	Present any Two barriers to communication using case study.	I	2*
16	Present a technical paper using IEEE format.	III	2*
			32

**Note**

i. A suggestive list of practical LOs is given in the above table, more such practical LOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical LOs/tutorials need to be performed, out of which, the practicals marked as '\*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry. The size of batch for the practical should not exceed more than 21 students strictly for the maximum attainment of COs and PrOs.

ii. Hence, the 'Process' and 'Product' related skills associated with each LO of the laboratory/workshop/field work are to be assessed according to a suggested sample given below:

**7. MAJOR EQUIPMENTS / INSTRUMENTS REQUIRED**

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

S. No.	Equipment Name with Broad Specifications	Exp. S.No.
1	LCD Projector	All
2	Smart Board with networking	All
3	Language lab with internet	All
4	Printer	Wherever Applicable

**8. UNDERPINNING THEORY COMPONENTS**

The following topics/subtopics should be taught and assessed in order to develop UOs in cognitive domain for achieving the COs to attain the identified competency:

Unit	Unit Outcomes (UOs) (in cognitive domain)		Topics and Sub-topics
	Writing Skills	Speaking Skills	
<b>Unit – I Introduction to Business Communication</b>	1a. Describe the importance of the business communication in the given situation. 1b. Identify the missing element in the given communication process. 1c. Identify the type of communication in the given situation. 1d. Identify the type of communication barrier in the given situation and its remedy.	1e. Use different types of verbal and non-verbal communication for the given situation.	1.1 Introduction to Communication- Elements, Importance, Functions. 1.2 Types (meaning and importance) – Verbal (Oral-Written), Formal, Informal, Vertical, Horizontal and Diagonal communication. 1.3 Principles of effective communication. 1.4 Barriers to communication - Physical, mechanical, psychological and linguistic. 1.5 Business communication: Meaning, characteristics and importance.
<b>Unit– II Non-Verbal Communication</b>	2a. Describe the non-verbal communication required in the given situation. 2b. Describe personal appearance required in the given communication situation. 2c. Describe the given facial expressions.	2d. Use relevant facial expressions in the given situation. 2e. Answer questions after listening to presentations.	2.1 Introduction to Non-Verbal communication (Meaning and importance) 2.2 Body Language: Aspects of body language: gestures, eye contact, posture, facial expressions, personal appearance (dressing and grooming) vocalics. 2.3 Body language - positive and negative body language.
<b>Unit– III Presentation skills</b>	3a. Prepare seminar presentation for the given situation. 3b. Prepare debate points 'for' and 'against' the given topic. 3c. Prepare the points for computer presentation	3d. Make seminar presentation 3e. Participate in debate speaking 'for' or 'against' the given topic 3f. Make effective	3.1 Presentation skills- tips for effective presentation. 3.2 Guidelines for developing power point presentation. 3.3 Presenting Technical papers.

Unit	Unit Outcomes (UOs) (in cognitive domain)		Topics and Sub-topics
	Writing Skills for the given topic.	Speaking Skills computer presentations	
<b>Unit- IV Office Drafting</b>	4a. Draft the given notice using the relevant format. 4b. Draft the given memorandum using the relevant format. 4c. Prepare agenda for the given type of meetings. 4d. Prepare minutes of the given type of meetings. 4e. Prepare reports of the given type of events/episodes/ accidents	4f. Read the agenda of the given meeting. 4g. Read the report of the given event. 4h. Initiate telephone calls for given situation. 4i. Answer official phone calls for given situation.	4.1. Office drafting: Formats and Guidelines. 4.2. Formulating notices and memoranda. 4.3. Preparation of agenda and writing minutes of meetings. 4.4. Preparation of reports-progress reports, Accident reports, case study. 4.5. Summarizing techniques.
<b>Unit-V Business Correspondence</b>	5a. Respond to given job advertisements by writing your CV/ Resume. 5b. Draft business letters in the given situations. 5c. Draft complaint letters for the given situations. 5d. Compose E- mails with relevant for the given situation.		5.1 Business correspondence. 5.2 Enquiry, order and complaint letters. 5.3 E-mails- netiquettes. 5.4 Difference –Curriculum Vitae, Bio-data and Resume. 5.5 Job application and resume writing

*Note: To attain the COs and competency, above listed Learning Outcomes (UOs) need to be undertaken to achieve the 'Application Level' of Blooms's 'Cognitive Domain Taxonomy' Theory related topic should be covered during practical hours using multimedia.*

#### 9. SUGGESTED SPECIFICATION TABLE FOR INTERNAL END SEMESTER EXAMINATION

Unit No.	Unit Title	Distribution of practical Marks			
		R Level	U Level	A Level	Total Marks
I	Introduction to Business Communication	02	02	01	05
II	Non-verbal Communication	02	01	02	05
III	Presentation Skills	02	01	02	05
IV	Office Drafting	02	04	04	10
V	Business Correspondence	02	04	04	10
<b>Total</b>		<b>10</b>	<b>12</b>	<b>13</b>	<b>35</b>

**Legends:** R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

**Note:** This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of PrOs and UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

#### 10. SUGGESTED GUIDELINES FOR ASSESSMENT TOOL TO CONDUCT INTERNAL END SEMESTER EXAM (ESE) .

Weightage (20 Marks)	Weightage (15 Marks)	Total
A	B	
<b>Assessment based on PrOs, practicals conducted during semester</b> <b>Based on computer and written skill.</b> (Minimum four questions each five marks) <b>Sample questions:</b> <b>Eg. I Draft an email to The manager regarding the shortage of raw material at production department.</b> <b>Note-submit the printout of mail. (Computer based)</b>  <b>Eg. II Write job application with resume. ( written )</b>	<b>Oral examination based on UOs</b> <b>Topics mentioned in syllabus.</b> (Minimum five questions each two marks to be asked ) <b>Eg. I Explain the importance of communication in professional life.</b> <b>II. State any four guidelines of presentation skills.</b>	<b>(35 Marks)</b> <b>A+B</b>  <b>Duration: 2 hours</b>

#### SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

- Collect good articles from newspapers and magazines and read them with correct intonation.
- Listen to Business news on TV and radio.
- Watch videos of effective presentations on television and open learning sources for presentation skills and body language.
- Undertake micro-projects.

#### 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.





- b. 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- c. About 15-20% of the topics/sub-topics which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
  - a. Arrange various communication activities using functional grammar.
  - b. Show video/animation films to develop listening skills and enhance vocabulary.
  - c. Use real life situations for explanation.
  - d. Prepare and give oral presentations.
  - e. Guide micro-projects in groups as well as individually.

## 12. SUGGESTED TITLES OF MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of CrAs, UOs and ADOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than 16 (sixteen) student engagement hours during the course.

In the first four semesters, the micro-project could be group-based. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list is given here. Similar micro-projects could be added by the concerned faculty:

- a. Study the personal appearance and grooming of employees visiting sales store, shopping mall in the vicinity.
- b. Comparative study of Bio-data, Resume and Curriculum vitae.
- c. A detailed study of guidelines required for presentation skills.
- d. Summarize technical content using English newspaper, magazines or online resources.
- e. Prepare a booklet on aspects of body language in pictorial form.
- f. A detailed study of the importance, of technical paper of technical paper presentation.
- g. Case study on the importance of Business communication in an organization.
- h. Report on various formal/business activities.
- i. Study of oral presentation of famous business leader.
- j. Detailed study of business etiquettes observed in organization.
- k. Summarize the business article with the help of English newspapers/magazines and other sources.

## 13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Effective Communication Skills	M Asraf Rizvi	Tata McGraw-Hill

S. No.	Title of Book	Author	Publication
2	Communication Skills	Sanjay Kumar and Pushp Lata	Oxford University Press
3	Personality Development and Soft Skills	Barun K. Mitra	Oxford University Press

## 14. SOFTWARE/LEARNING WEBSITES

- a. <https://www.britishcouncil.in/english/learn-online>
- b. <http://learnenglish.britishcouncil.org/en/content>
- c. <http://www.talkenglish.com/>
- d. [languageabsystem.com](http://www.languageabsystem.com)
- e. [www.wordsworthelt.com](http://www.wordsworthelt.com)
- f. [www.notesdesk.com](http://www.notesdesk.com)
- g. <http://www.tutorialspoint.com>
- h. [www.studylecturenotes.com](http://www.studylecturenotes.com)
- i. [totalcommunicator.com](http://www.totalcommunicator.com)
- j. [www.speaking-tips.com](http://www.speaking-tips.com)

