



RAJIV GANDHI PROUDYOGIKI VISHWAVIDYALAYA, BHOPAL OUTCOME BASED CURRICULUM

Name of Scheme : OCBC-2019

COURSE CODE :6801

COURSE TITLE : COMMUNICATION SKILLS IN ENGLISH (COMMON FOR ALL BRANCHES)

RATIONALE:

The course aims at enabling the students to develop Listening, Reading, Speaking and Professional Writing skills in English Language as required in present professional environment to enhance their employability and career prospects. This course is therefore ‘**practical**’ in orientation.

COMPETENCY:

The aim of this course is to facilitate the students to develop competency in both spoken and written communication in English.

COURSE OUTCOMES (COs):

The Theory component, Practical Learning experiences and the relevant soft skills associated with the course are to be taught, conducted and developed so that the student demonstrates the following competencies sought by the industry for employability of the Diploma pass outs.

1. Demonstrate reading with reasonably correct pronunciations with comprehension.
2. Express orally and listen attentively to communicate the meaning of spoken material in English.
3. Formulate grammatically correct sentences in English using general purpose words.
4. Apply principles of effective communication in oral and written professional communication.

PRE-REQUISITES:

The first year Diploma students having basic knowledge of English Grammar of Secondary level and having some exposure to Listening, Speaking, Reading and Writing Skills in English language will be the target group.

The course being practical in orientation essentially requires intensive practice sessions involving committed and active participation of each student individually as well as in group, in class and also besides the class through a self-learning environment that promotes use of diverse open access learning resources available today.

TEACHING AND EXAMINATION SCHEME:

Teaching scheme (90 days in semester) Study hours (per week)				EVALUATION SCHEME									TOTAL MARKS	
				THEORY					PRACTICAL					
L	T	Pr	Credit	ESE Paper-3Hrs		PA(PT+MP)		Total Marks	ESE Marks		PA		Total Marks	THEORY+ PRACTICAL
				Max	Min	Max	Min		Max	Min	Max	Min		
3	--	3	5	70	22	20+10=30	00	100	30	10	20	00	50	150
				Marks		Marks			Marks		Marks			

LEGENDS:



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- L :- Lecture (includes all learning experiences designed by the teacher to facilitate conceptual understanding)
T :- Tutorial
Pr :- Practical
ESE :- End semester evaluation.
PA :- Progressive Assessment (Internal Assessment by Teacher)
PT :- Progressive Test (20marks)–Total of two Progressive Tests of 10marks each.

MP :- Micro-Project [Topics to be assigned at the beginning of the semester, requiring at least 08-10hours of guided engagement and requiring : **submission** (hard copy for Internal Progressive Assessment of Micro-Project in Theory component-10 marks) and **presentation** using presentation aids or tools (for Practical ESE –of 10 marks before external examiner), so as to integrate two or more Course Outcomes (COs), Unit Outcomes(UOs), Practical Outcomes (PrOs), and Affective Domain Outcomes (ADOs)]

ESE (Theory component) – will be assessed through Theory Paper of 70 Marks of 3 hours duration.

ESE (Practical component) –will be assessed in the presence of an External Examiner on the basis of-

1. Presentation of Micro Project allotted by the teacher.(10 marks)
2. Reading aloud a passage with correct pronunciation and answering simple questions. (10 marks)
3. Answering the questions asked by the examiner based on the practical exam question paper.(10 marks)

COURSE DELIVERY:

Unit	Topic	Teaching Hours		
		Theory	Practical	Total
I	COMPREHENSION AND VOCABULARY	10	06	16
II	APPLIED GRAMMAR	10	14	24
III	PRINCIPLES OF EFFECTIVE COMMUNICATION AND BUSINESS CORRESPONDENCE	12	12	24
IV	TECHNICAL REPORT WRITING	08	08	16
V	PARAGRAPH WRITING AND PRECIS WRITING	05	05	10
Total Contact Hours		45 hours	45 hours	90 hours

MAPPING COs AND POs



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	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	1	3	3	3
CO2	1	1	1	1	2	3	3
CO3	1	1	1	1	2	3	2
CO4	1	1	1	1	3	3	3

The following contents have to be taught and assessed:

Unit	Topic and Sub-topics	Unit Outcomes (UOs)				co
		Writing Skills	Speaking Skills	Hours L P		
UNIT I COMPREHENSION AND VOCABULARY	<p>Passages in the prescribed Text book :</p> <ol style="list-style-type: none"> The Language of Science Safety Practices Nonconventional Sources of Energy Entrepreneurship <p>Short Stories in the prescribed Text Book :</p> <ol style="list-style-type: none"> 'A Letter to God' written by <i>Gregorio Lopez Y. Fuentes</i> 'An Astrologer's Day' written by <i>R.K. Narayan</i> 	<p>Write short answers of the questions based on specified Passages and Short Stories.</p> <p>Form correct sentences using new words in the specified Passages and Short Stories.</p> <p>Write summary, moral and characterization of the short stories prescribed.</p> <p>Give one word</p>	<p>Listen and Pronounce the words correctly in the passage while reading.</p> <p>Listen to the questions based on the passages and answer each question orally.</p> <p>Listen the story during lecture. Read the story loudly with proper pronunciation and voice modulation.</p> <p>Read the summary loudly with proper pronunciation and voice modulation.</p>	10	06	CO1 CO2 CO3



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	One word substitution, Word-expansion, Common Synonyms and Antonyms.	substitution, Write meanings, or expanded form of the compound- words (from the text)	Speak moral and brief summary of any one of the two short stories prescribed. Listen, speak, record, compare and practice correct pronunciation of the new words.			
UNIT II APPLIED GRAMMAR	Determiners a, an, the, some, any, much, many, each, every, all, no, none, few, a few, little, a little, plenty of, a lot of, a great deal of.	Use appropriate <u>determiners</u> in the given situations.	Formulate sentences with correct use of determiners.	10	14	CO2 CO3
	Auxiliary Verbs Be: is, am, are, was, were, Do: does, did Has/have: had Will: would, Can: could, Shall: should, May: might, Must: has/have to, am to, had to Need, Dare, Ought to, Used to	Use correct <u>auxiliary verbs</u> in the given sentences and situations.	Speak using appropriate auxiliary verbs in the given context.			
	Subject-verb Agreement	Use <u>verb that agrees</u> <u>with the subject</u> in the given sentence.	Speak sentences with correct subject-verb agreement in any given situation.			
	Tenses	Rewrite the sentences using <u>correct form of the</u> <u>verb</u> in the given sentences.	Construct and speak grammatically correct sentences using appropriate form of the verbs.			



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	Question tags and short form answers	Write correct <u>Question Tags</u> after sentences. Answer in short forms.	Listen to videos on situational conversations and converse on routine situations using question tags. Reply in short forms.			
	Voice	Change the expressions from <u>active to passive voice</u> and vice-versa as appropriate.	Identify the appropriateness of active or passive voice in a given situation. Use correct voice to get the desired response.			
	Prepositions	Apply appropriate <u>prepositions</u> to communicate desired meaning.	Use prepositions to make meaningful sentences.			
UNIT III PRINCIPLES OF EFFECTIVE COMMUNICATION AND BUSINESS CORRESPONDENCE	<p>Definition of Communication, Communication Process, Non-verbal Communication (Body language) Principles (7Cs) of effective communication, Barriers in communication and the ways to overcome them.</p> <p>Semantic Barriers Physical Barriers Socio-Psychological Barriers Organizational Barriers</p> <p>Business Letters : Parts, mechanics and format. Characteristics of good business letters. Application for Job with CV, Enquiry,</p>	<p>Define communication Describe Communication Process and its types.</p> <p>Enumerate and explain Principles of Effective Communication. Enlist Barriers in communication and ways to overcome them.</p> <p>Draft the specified letters.</p>	<p>Use appropriate body language and voice modulation for effective presentation skills.</p> <p>Deliver a short presentation (2 to 3 minutes) on any of the topics assigned from the syllabus individually, eg. Process of communication, Non verbal communication, Any three principles of effective communication,</p>	12	12	CO2 CO3 CO4



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	Order, Complaint.		Barriers (any one type).			
UNIT IV TECHNICAL REPORT WRITING	Meaning and Characteristics of a good Technical Report, Types of Reports Report Writing (in the form of letter) 1. Progress Report 2. Proposal Report 3. Report on Industrial Accident	Briefly describe a Technical Report and its Characteristics. Draft the specified reports.	Orally present (read) the Technical Reports drafted by you.	08	08	CO2 CO3 CO4
UNIT V PARAGRAPH WRITING AND PRECIS WRITING	Paragraph Writing (150 words) on topics of general interest e.g., Pollution, Ragging in colleges, Internet revolution, Solar energy, Entrepreneurship, Importance of Communication Skills. Unseen passages from various sources (appropriate for Diploma Level) Comprehension exercises, Precis writing Giving a suitable title to the passage.	Develop paragraphs on any four topics from the specified list. Write answers of the questions based on the given unseen passage. Write précis of the given passage and give a suitable title.	Read the paragraph aloud and deliver the same orally. Read the unseen passage and the précis aloud.	05	05	CO1 CO3 CO4

SUGGESTED LIST OF PRACTICAL EXERCISES TO BE CONDUCTED FOR EXPECTED

PRACTICAL OUTCOMES (PrOs)

S.No	Practical Outcomes of Listening skills, Speaking skills, Reading skills (silent and loud) and Writing skills to be attained using pre-prepared exercises from text book or other appropriate resources in the Language Laboratory or in the class room)	Unit	Hours for Practicals
1.	Appreciate reading passages or articles from various sources (including passages and stories prescribed in the Text Book) with correct pronunciation and voice modulation. Answer the questions based on the given passage-orally as well as in writing.	I & V	4
2.	Repeat words on language lab software after listening them, record, compare and practice for accuracy in pronunciation. Online dictionary can also be used.	I	4
3.	Apply correct form of the given words in the sentences and read them aloud. Give one word substitutes for word expansions.	I	2
4.	Employ common synonyms and antonyms in sentences.	I	2
5.	Relate determiners correctly in the given sentences and read aloud.	II	1
6.	Apply auxiliary verbs correctly in the given sentences and read aloud.	II	1



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7.	Relate verb form that agrees with its subject and read the sentence aloud.	II	1
8.	Rewrite sentences using correct form (tense) of the given verb and read aloud.	II	2
9.	Form question tags and frame short form answers for short conversations.	II	1
10.	Convert the voice from active to passive and vice-versa appropriately.	II	2
11.	Apply appropriate prepositions in the given sentences and read the sentences aloud.	II	2
12.	Listen and view short videos on routine situations (of elementary level) like: greeting, introducing oneself and others, bidding good-bye, expressing thanks, apologizing, seeking attention, seeking and giving permission, enquiring (at railway station, airport, hotel reception) making requests, inviting, seeking directions, giving directions, agreeing, disagreeing, expressing likes and dislikes, seeking help, offering help, conversing with shopkeeper, conversing with doctor etc. Then repeat, practice and enact the dialogues through Role play.	II & III	4
13.	View and listen video clippings of job interviews for demonstrating the dos and don'ts of facing interview.	III	2
14.	Draft Business letters (all four types) as assigned by the teacher.	III	5
15.	Write Technical Reports (any two for each student) assigned by the teacher.	IV	6
16.	Compose paragraph of about 120 words on the given topic (each student to write three paragraphs).	V	2
17.	Write précis of the given unseen passage and read aloud. Give a suitable title.	V	2
18.	Translate simple sentences from Hindi to English and vice-versa.	II	2

Note:

*The list of Practical Learning Outcomes and the study hours given in the above table is only suggestive and indicative. More such practical exercises can be added or substituted to attain the COs and PrOs and the desired competencies. A judicious mix of Practical exercises or language activities/games spread in **45 hours** of Practical work with variety of Learning Outcomes of Reading aloud correctly, Word usage and Pronunciation practice, Formulating grammatically correct sentences, routine and situational Conversation practice, Drafting skills (Letters and Reports) and Composing skills (paragraphs and précis) can be undertaken to attain the desired outcomes.*

TOPICS FOR MICRO PROJECT :

Each student has to be assigned a topic for Micro-Project in the beginning of the semester. Student will submit hard copy of the Micro-Project for internal Progressive Assessment (Theory) and will prepare one short presentation of 3 minutes duration for End Semester Evaluation (Practical) using various aids and tools e.g., charts, power point, graphics, models, simulations, dialogues, examples and illustrations, role plays etc. on topics like -

1. Process of Communication
2. Verbal and Non-verbal communication
3. Principles of Effective Communication
4. Barriers in Communication
5. Entrepreneurship
6. How language of Science is different from language of common use?



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7. Importance of communication skills.
 8. Non Conventional Sources of Energy.
 9. Safety Practices
 - 10.Characteristics of a good technical report.
 11. Format of a Technical Report and Sample Reports
 12. Format of a business letter and Sample business letters
 - 13.Characteristics of good Letters.
 - 14.Advantages and disadvantages of social media.
- or other relevant topics from the syllabus itself (as approved by the teacher).

RUBRICS FOR EVALUATION OF MICRO-PROJECT: Internal Progressive Assessment (Theory)

1	Organization of content and relevance	Cognitive Domain	04 marks
2	Neatness in written content	Psychomotor Domain	03 marks
3	Timely submission and enthusiasm	Affective Domain	03 marks
TOTAL			10 marks

RUBRICS FOR EVALUATION OF MICRO-PROJECT: ESE (Practical) by External Examiner

1.	Organization of content (Knowledge and Relevance)	Cognitive Domain	04 marks
2.	Presentation Skills and Body Language	Psychomotor Domain	03 marks
3.	Confidence, Enthusiasm and Positive Attitude	Affective Domain	03 marks
Total			10 marks

PATTERN OF INTERNAL EVALUATION FOR PROGRESSIVE ASSESSMENT (PRACTICAL)

TOTAL MARKS-20

ASSIGNMENT : 5 marks

TEST OF SPEAKING SKILLS: 15 marks

ASSIGNMENT : One Assignment comprising of a judicious mix of vocabulary building, grammar exercises, drafting letters and reports and composition skills to be allotted to students and to be submitted as a single document or file by each student.

Or

Solving a set of previous years' Question Papers (End Semester Theory Exams) can also be allotted for assignment: **5 Marks.**

RUBRICS FOR EVALUATION of Assignment- Internal Progressive Assessment (Practical)



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1	Conceptual understanding and Completeness	Cognitive Domain	02 marks
2	Neatness in written content	Psychomotor Domain	02 marks
3	Timely submission and enthusiasm	Affective Domain	01 mark
	TOTAL		05 marks

TEST OF SPEAKING SKILLS: (15 Marks)

Tests for evaluating Speaking skills are to be conducted by the subject teacher for Internal Assessment of Listening and Speaking skills. These tests may be conducted in pairs or in groups to develop interpersonal skills and also to manage time constraint. If feasible, the content delivered by the students may be recorded for giving tips on improving his communication skills.

Duration of speaking time for each student : as specified in Part I and Part II

PART 1 – SELF-INTRODUCTION Time : 2 minutes for each student

Student will introduce himself incorporating the information sought in the questions below:

1. What is your name?
2. Where are you from?
3. What do you do?
4. What is your qualification?
5. Tell something about your school?
6. Mention your achievements if any.
7. Which is your favourite subject and why?
8. What are your hobbies?
9. What do you like about your city/village?
10. What are your strengths and weaknesses?
11. What is your aim?

PART 2- CONVERSATIONAL SKILLS– Role Play –in pairs or in groups (Each role play of maximum three minutes duration). In this part of the test, candidates in pairs will be asked to enact role play on a routine conversational situation for assessment by the teacher.

Routine situations of elementary level may be allotted e.g., greeting, introducing oneself and others, bidding good-bye, expressing thanks, apologizing, seeking attention, seeking and giving permission,



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enquiring, making requests, inviting, seeking directions, giving directions, agreeing, disagreeing, expressing likes and dislikes, seeking help, offering help, answering telephone calls, leaving and taking telephonic messages, simple conversations between a shopkeeper and a customer, hotel receptionist and a customer, a doctor and a patient, librarian and student etc.

RUBRICS FOR EVALUATION OF SPEAKING SKILLS-

1	Use of grammar and vocabulary in content	05
2	Pronunciation, intonation and voice clarity	05
3	Interpersonal interface and non-verbal component	05
	TOTAL	15

SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit	Topic	Teaching Hours			Distribution of Theory (ESE) Marks			
		Total	Theory	Practical	R Level	U Level	A Level	Total Marks
I	READING COMPREHENSION AND VOCABULARY	16	10	06	4	5	5	14
II	APPLIED GRAMMAR	24	10	14	2	2	10	14
III	PRINCIPLES OF EFFECTIVE COMMUNICATION AND BUSINESS CORRESPONDENCE	24	12	12	2	6	6	14
IV	TECHNICAL REPORT WRITING	16	08	08	2	5	7	14
V	PARAGRAPH WRITING AND PRECIS	10	05	05	2	7	5	14



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WRITING								
		90 Hrs	45Hrs	45Hrs	12	25	33	70

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

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

Question Paper Pattern:

S.No	Source	Question	Type	Marks
1.	Unit I Comprehension Passages	Short answer questions based on the passages prescribed.	Attempt any five out of eight.	5x1=5
2.	Unit I Comprehension Short Stories	Long answer questions (summary or characterization with moral) based on short stories prescribed.	Attempt any one out of two	5x1=5
3.	Unit I Vocabulary	Vocabulary	Give one word substitutions. (4 items) or Give synonyms or antonyms. (4 items)	4x1=4
4.	Unit II Applied Grammar	Determiners – Fill in the blanks using suitable Determiners	Two sentences are to be given.	1x2=2
5.	Unit II Applied Grammar	Auxiliary Verbs Fill in the blanks using suitable Auxiliaries	Two sentences are to be given.	1x2=2
6.	Unit II Applied Grammar	Subject-verb Agreement	Two sentences are to be given.	1x2=2
7.	Unit II Applied Grammar	Tenses Fill in the blanks using Appropriate tense of the given verb.	Two sentences are to be given.	1x2=2
8.	Unit II Applied Grammar	Question tags and short form answers Add question tags. Give short form answers.	Two sentences are to be given - one for question tag and one for short form answer.	1x2=2
9.	Unit II Applied Grammar	Voice Change the voice in the following sentences.	Two sentences are to be given.	1x2=2



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10.	Unit II Applied Grammar	Prepositions Fill in the blanks using Suitable Prepositions.	Two sentences are to be given.	1x2=2
11.	Unit III Principles of Effective Communication	Describe Principles of Effective Communication. Or Describe Barriers in effective communications and ways to overcome them.	Answer any one of the two questions.	7x1=7
12.	Unit III Business Correspondence	Draft Job Application with CV or Letter of Enquiry or Letter Placing Order or Letter of Complaint	Draft any one of the two letters given.	7x1=7
13.	Unit IV Report Writing	What is a technical report? Mention various types of report. or Write characteristics of a good technical report?	Attempt any one question on Principles of Report writing.	7x1=7
14.	Unit IV Report Writing (letter form)	Proposal Report Progress Report Trouble Report (Industrial accident)	Draft any one of the three technical reports given.	7x1=7
15.	Unit V Paragraph Writing	Write a Paragraph of about 120 words	Write paragraph on any one of the four topics given.	6x1=6
16.	Unit V Unseen passage and Precis Writing	Unseen Passage and Comprehension	(a) Write précis or Answer comprehension questions based on the unseen passage. (four questions to be given).	6x1=6 Or 1.5x4=6
17.	Unit V Unseen Passage		(b) Give suitable title to the passage. (unseen passage)	2
Total Marks				70

Guidelines for Question Paper Setting:

1. The question paper must be based on the pattern given above without changing the weightage of marks fixed for each category. (As per model question paper)
2. The question paper pattern provided should be adhered to.
3. Care must be taken so that there is only one possible answer for all 'fill in the blanks' or single word answer questions.
4. Objective type or Multiple Choice questions of 8 marks from all the five units to be



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asked in the question paper. Marks may subsequently be adjusted in the Question Paper Pattern to accommodate objective / multiple choice questions.

Suggested Books:

S.No.	Title	Author	Publisher
1.	Communication Skills for Technical Students (Text Book)	TTTI Bhopal	Somaiya Publications Mumbai, Delhi
2.	A Course in Technical English Book Two	TTTI Bhopal	Somaiya Publications Mumbai, Delhi
3.	Business Correspondence and Report Writing	R.C. Sharma and K. Mohan	Tata Mcgraw Hill New Delhi
4.	Living English Structure	W. Stannard Allen	Pearson
5.	Essential English Grammar	Raymond Murphy	Cambridge University Press, New Delhi.
6.	Communication Skills for Engineers and Scientists	Sangeeta Sharma Binod Sharma	PHI Learning Pvt. Ltd. New Delhi
7.	Contemporary English Grammar, Structures and Composition	David Green	Macmillan
8.	Developing Communication Skills	K. Mohan and Meera Banerjee	Macmillan India Ltd. New Delhi
9.	Thesaurus	Rodgers	Orient Longman
10.	Essentials of Technical Communication	Asraf Rizvi	Tata Mcgraw Hill
11.	A Course in Listening and Speaking I&II	V.Sasikumar, Kiranmai Dutt and Geeta Rajeevan	Foundation Books Cambridge House New Delhi
12.	Exercises in Spoken English Part I-III	CIEFL Hyderabad	Oxford University Press
13.	English for Practical Purposes	Z.N.Patil et.al.	Macmillan
14.	English Language Laboratories: A Comprehensive Manual	Nira Konar	PHI Learning Pvt. Ltd. New Delhi
15.	A Manual for English Language Laboratories	D. Sudha Rani	Pearson
16.	Body Language: How to read Other's Thoughts by their Gestures	Allan Pease	Sheldon Press,London



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SOFTWARES/LEARNING WEBSITES

- i) <https://www.britishcouncil.in/english/learn-online>
- ii) <http://learnenglish.britishcouncil.org/en/content>
- iii) <https://www.cambridgeenglish.org/learning-english/activities-for-learners>
- iv) <http://www.talkenglish.com..>
- v) www.speaktoday.com
- vi) Speak English Easy (DVD) TBC Educational Series
- vii) Spoken English (DVD) TBC Educational Series
- viii) Massive open online courses (**MOOCs**) may be used to teach various topics/subtopics.
- ix) Language Lab equipped with language software with facilities of listening and speaking practice