COMMUNICATION SKILLS		Semester	I / II
Course Code	1BENG106/206	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	15 hours (Theory) +15 hours (Lab/Asynchronous sessions)	Total Marks	100
Credits	01	Exam Hours	02
Examination type (CIE+SEE)			

COURSE OUTCOMES

- **CO1:** Build essential verbal, non-verbal, and phonetic communication skills for clarity and effectiveness.
- **CO2:** Use interpersonal skills in group discussions, presentations, and professional interactions.
- **CO3:** Apply formal writing, email etiquette, and creative content development for employability.
- **CO4:** Communicate effectively in digital platforms, following netiquette and academic integrity.
- **CO5:** Prepare job applications, resumes, and perform confidently in interviews.

UNIT 1 COMMUNICATION SKILLS (3 Hours)

Glimpses of Essential English for Engineers (General Overview). Communication Skills: Process, Verbal and Non-Verbal, Proxemics, Chronemics and Barriers. **Writing**: Word Classification – Parts of Speech, Sentence structures. **Speaking & Listening:** Listening to English Pronunciation – English Phonemes – Intelligible Accent – Speech Organs- Syllable Structures, Stress, Intonation, and Practice.

Teaching Methodology	TBTL (Task-Based Teaching Learning) & Eclectic Approach
Language Lab	**Quiklrn.com**
Digital Tools	ALL 44 sounds of English in 75 minutes - https://www.youtube.com/watch?v=QxQUapA-2w4&t=51s. AI-based grammar and writing tools (e.g., Grammarly, ChatGPT, Quillbot) to analyze and classify parts of speech. AI-based pronunciation tools (Google Speech-to-Text) for real-time feedback
Reading Material	"**The Chimney Sweeper**" **by William Blake** Martin Luther King Jr's "I Have a Dream" Speech
Assessment Techniques and Tools	**Role Play**: Formal/informal scenarios, **Group Discussion (GD), Case Studies Analysis**: Identify barriers and suggest solutions, **Mini-Presentation**: Focused on proxemics. Observation Rubric (for body language, tone, time cues), (Sample Rubric, please refer the annexure), Video Recording + Self-evaluation Sheet.

UNIT 2 INTERPERSONAL SKILLS (3 Hours)

Speaking: Role Play Exercises Based on Workplace Contexts, Introducing Oneself - PEP Talks- Personal Empowerment, Participating in Group Discussion and Debates, Giving Technical Presentation. **Reading:** Reading the Interview of an Achiever (Skimming and Scanning) (Case Studies). **Writing:** Writing a Short Biography of an Achiever Based on given reflections, **Grammar:** Sentence patterns. **Vocabulary** Development: Idioms and Phrases.

Teaching Methodology	TBTL (Task-Based Teaching Learning) & Eclectic Approach
Language Lab	**Quiklrn.com**
Digital Tools	Google Meet / Zoom + AI Transcription- Practice group discussions with live transcription. Grammarly - Highlights grammar issues with explanations. **Oxford Learner's Dictionaries** (https://www.oxfordlearnersdictionaries.com/) - Includes etymology, pronunciation, synonyms/antonyms.
Assessment Techniques and Tools	Group discussion performance (listening, turn-taking, clarity) Technical presentations (confidence, structure, clarity) Role plays (relevance, tone, spontaneity) Case Studies Oral communication rubric (clarity, relevance, tone, confidence, non-verbal cues), **Activity**: Read a short **interview of an achiever** (e.g., A. P. J. Abdul Kalam, Sudha Murthy) **LMS (Learning Management Systems)**: Moodle or Google Classroom for submissions and reflections. **Video Submissions**: Students submit videos of role plays or presentations for asynchronous review.

UNIT 3 ENGLISH FOR EMPLOYABILTY (3 Hours)

Writing: Formal Letter writing (Enquiry, Order, and Complaint). Tenses – Reported Speech- Voice - Email Etiquettes, Structure, Writing and Responding to Emails. Paragraph Writing (Descriptive, Argumentative, Expository, Short Story, and Narrative), Blog Writing. **Reading**: Proof Reading (Spelling, Punctuation, Grammar). Error Identification Exercises. **Speaking:** Questions & Requests (non-Wh questions and Question tags).

Pedagogy	TBTL (Task-Based Teaching Learning) & Eclectic Approach
Language Lab	**Quiklrn.com**
Digital Tools	Grammarly – Check grammar, tone, spelling Canva – Free templates to create posters, ads, infographics Adobe Express – Visual storytelling and ad design
Assessment Techniques and Tools	**Paragraph Writing -** Descriptive, Argumentative, Expository, Short Story, Narrative - Paragraph rubric (structure, logic, vocabulary, grammar) Writing - **Tool**: Digital submission + rubric for content originality, reader engagement, clarity. **Speaking Skills -** Oral assessment rubric (intonation, clarity, accuracy) Email simulator (Google Forms/Canvas/Docs template)

UNIT 4 ENGLISH IN DIGITAL WORLD (3 Hours)

Writing: Framing of search terms / keywords in search engines/ Commands for search on open AIs - Tools to support synchronous communication such as webinar platforms, and asynchronous communication such as forums and social media - Online communication - Types – pros and cons of online communication. Acceptable online roles and behaviours – Netiquettes - Etiquettes of social media. Problems and opportunities in handling digital resources -Tools to check grammar. **Writing:** Citing information accurately from source material - Plagiarism – Infringement, Importance of academic integrity.

Pedagogy	TBTL (Task-Based Teaching Learning) & Eclectic Approach
Language Lab	**Quiklrn.com**
Digital Tools	Google Meet - Integrated with Gmail, free for students Google Classroom - Forum, assignments, comments
Assessment Techniques and Tools	Write a short essay (150–200 words) on the **problems and opportunities.** Evaluation rubric (structure, coherence, grammar). Grammar assessment rubric (before vs after comparison, understanding of corrections).

UNIT 5 APPLYING FOR JOBS (3 Hours)

Listening: TED Talks. **Speaking:** Mock Interview, Telephone Interviews. **Reading:** Reading a Job Interview- language used in formal professional settings, formal vs. informal tone, non-verbal communication cues, Statement of Purpose, Company Profile and Completing Comprehension Exercises **Writing:** Job Applications and Resumes **Grammar:** Conditional Clauses, Modal verbs **Vocabulary Development:** Technical Vocabulary, Purpose Statement.

Pedagogy Language Lab	TBTL (Task-Based Teaching Learning) & Eclectic Approach
Language Lab	**Quiklrn.com**
Assessment Techniques and Tools	Listening to professional talks, analyzing tone and structure - https://www.ted.com/talks Non-verbal cues in professional reading - https://www.youtube.com/c/Mindsight Grammar AI practice - https://quillbot.com/grammar-check
Assessment Techniques and Tools	TED Talk worksheet - Listening rubric (comprehension, inference, note-taking), Reading comprehension tests, Resume & Application rubric (content, layout, tone, language), Grammar MCQs / Editing worksheet, Scenario-based MCQs or roleplay, Vocabulary worksheet

Extra Reading

1. Kumar, A. R. (2008). *English for engineers and technologists*. Orient BlackSwan.
2. Raman, M., & Sharma, S. (2015). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.
3. Floyd, K., & Cardon, P. W. (2019). *Business and professional communication* (3rd ed.). Principles of Scientific and Technical Writing, 1e, By Pratap K. J. Mohapatra, Sanjib Moulick, © 2025 | Published: December 23, 2024
4. Effective Technical Communication, 3e, By Ashraf M. Rizvi, Priyadarshi Patnaik, © 2024 | Published: September 12, 2024
5. Yadav, D. P. (2022). *A course in English pronunciation*. Notion Publications.

Learning Resources:

- Oxford Advance Learners Dictionary
- Cambridge English Skills Real Listening and Speaking by Miles Craven
- Communicative English for Professionals by Nitin Bhatnagar and Mamta Bhatnagar

Other Digital Resources
- Google Docs + Voice Typing - https://docs.google.com
- LearnEnglish – https://learnenglish.britishcouncil.org/
- TakeIELTS - https://www.britishcouncil.in/exam/ielts
- British Council Apps   -   **bbcLearnEnglishonline Grammar**
  LearnEnglish Podcasts
  IELTS Word Power
  Bbclearningenglishgrammer online
  Sounds Right (Phonemic Chart)

CURRICULUM DESIGN

Pronunciation Phonology in the upper secondary English curriculum includes: diphthongs, consonants, consonant clusters, word stress, strong and weak forms of pronunciation, ellipsis, assimilation, linking, sentence stress, rhythm and intonation.

Vocabulary. Ther target vocabulary of around 600-800 vocabulary items at level 3. Upon completion of the unit, students must know around 2,500 vocabulary items.

Grammar Communicative competences at level 3 including relative clauses, conditional sentences (type 1 and 2), compound and complex sentences, simple present, present continuous, present perfect, past simple, past continuous, past perfect, future simple, future continuous, near future, conjunctions, modal verbs, phrasal verbs, passive voice, etc.

SPECIFIC OUTCOMES

Themes	Topics	Communicative Competences	Linguistic Knowledge
Our Academic Journey	Transition from school to engineering college Choosing an engineering discipline Student life and academic challenges	**Listening** Understand and identify the main points of dialogues, monologues of 330-350 words on familiar topics regularly encountered in life, work, school, etc., within the scope of the curriculum. Follow simple instructions such as recipes, how to use common utensils, etc. Listen and guess meanings (through the expressions and feelings of the speakers) in familiar monologues and conversations in everyday life Understand the main points of news programs, broadcasts, interviews, etc., on familiar topics which are clearly delivered in simple language, and with illustrative images.	**Pronunciation** Diphthongs Words with stress (specials cases) – Words without stress Sentence stress, assimilation, linking vowels with vowels Question intonation (consolidation and extension) Homophones **Vocabulary** Words related to themes and topics of higher proficiency. **Grammar** Present perfect (consolidation and extension) Past simple and past continuous Types on sentences: simple, compound and complex
Our Technical Society	Role of engineers in society Ethics in engineering Impact of technology on social structures Interdisciplinary collaboration		
Our Built and Natural Environment Our Future Innovations	Artificial intelligence and automation Emerging technologies in engineering Lifelong learning and professional development Entrepreneurship and start-ups in engineering The future of work in the tech-driven world		

Speaking

- Pronounce clearly and relatively accurately

- Words with or without stress, sentence stress, assimilation, and liaison.

- Speak and interact with fellow speakers about familiar topics, express personal views and exchange information about the topics covered in the curriculum.

Reading

- Read and comprehend the main points, specific contents of a text of 380-400 words on current and familiar topics.

- Read and understand the argument flow of texts, identify main conclusions in texts using clear language.

- Read to find and summarize short texts of everyday use such as simple letters, brochures, using words and structures from the original texts.

Writing

- Write simple connected and coherent texts of 280-300 words; write short reports based on suggestions, providing factual information and reasons for the recommendations made in the reports; collect short information from several sources and summarize it.

- Complete (write/fill) administrative forms such as resumes, letter of application for employment, etc.

- Write composition texts

Upon successful completion of the upper secondary English curriculum, students will be able to:

- Use English as a communication tool through the four skills of listening, speaking, reading and writing to meet basic and practical communication needs on familiar topics related to college, recreational activities, career, etc.

- Continue to formulate and develop basic knowledge of English, including pronunciation, vocabulary and grammar; and through English, have more extensive understanding of the landscape, people and culture of English-speaking countries and other countries in the world.

- Use English to improve the quality of learning other subjects in the general education curriculum.

- Use English for further education or immediate employment upon completion level 6.

- Use a variety of learning strategies to manage learning time, apply information technology in learning and self-learning, consolidate self-learning and self-assessment

methodology and take responsibility for learning outcomes, and form lifelong learning habits.

Mapping Course Outcomes with Program Outcomes:

Course Outcomes	Program Outcomes*										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1								1	3		2
2									3		2
3									3		2
4								1	3		2
5								1	3		2

Course Assessment and Evaluation:

		What	To Whom	When/ Where (Frequency in the course)	Max Marks	Evidence Collected	Contributing to Course Outcomes
Direct Assessment	**C I E**	Internal assessment tests	Students	Two Tests (Average of the two will be computed)	25	Blue books/Answer Scripts	1 to 5
		Creative writing	Students	Assignment-1 (10) Assignment-2 (15)	15+10= 25	Quiz Projects Presentations Assignment Questions and Answers	1 to 5
		Case Analysis	Students	-----	-----	-----	------
		Surprise Quiz		------	------	----	----
Indirect assessment Methods	**S E E**	Standard examination Students Feedback	Students	End of course (Answering 5 of 10 questions), 10 Case Studies 10 MCQs	30+10+ 10	Answer scripts Feedback Forms	1 to 5
		End of course Survey		End of course	-	Questionnaire	-

Questions for CIE and SEE will be designed to evaluate the various educational components (Bloom's taxonomy) such as:

CIE and SEE Evaluation:

SL. No	Bloom's Category	Test 1	Test 2	Semester-End Examination
1	Remember	34%	34%	30%

2	Understand	55%	20%	30%
3	Apply	00%	23%	20%
4	Analyse	11%	00%	10%
5	Evaluate	00%	00%	00%
6	Create	00%	23%	10%

Course Assessment Methods:

- Continuous Assessment of Skills: Assignments/Quiz/Presentations/Projects
- Written Tests
- End Semester Examination

Sample Rubric for Presentation

Criteria	Excellent (2)	Good (1)	Needs Work (0)
Self-awareness	✔	✔	✔
Goal clarity	✔	✔	✔
Communication & delivery	✔	✔	✔
Insight into opportunities	✔	✔	✔
Realistic challenges	✔	✔	✔

Sample Rubric

Grammar & Writing Rubric (for Essays/Reports/Emails)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (1-2)
Clarity and Structure	Well-organized, coherent, clear transitions	Organized with minor lapses in clarity	Understandable but lacks coherence	Difficult to follow, lacks structure
Language Use	Professional, precise, varied vocabulary	Clear, mostly appropriate language	Some awkward phrasing or repetitive vocabulary	Frequent errors, unclear language
Grammar and Punctuation	Virtually no errors	Few minor errors	Several errors affecting readability	Multiple errors impacting readability
Relevance & Depth	Thorough, detailed analysis	Solid analysis with minor gaps	Basic analysis, lacks depth	

COMMUNICATION SKILLS		Semester	I / II
Course Code	1BENG106/206	SEE Marks	50
Exam Hours	2	Credits	1

i)   Answer the 10 marks MCQ compulsory questions from Part A. Each question carries one mark.
ii) Answer compulsory 10 marks case study questions Part B.
iii) Answer any five questions from Part C selecting one question from each unit. 6 marks each.

Q. No.		PART-A	CO's	LO	Marks
		Multiple choice questions. (Compulsory)			
1.		Choose the correct option for the following.	CO_{1-5}	LO_1	10X1=10
	a.	**What is the primary purpose of communication in engineering?** A) To entertain B) To inform and collaborate C) To confuse others D) To express personal opinions			
	b.	**Which of the following is considered a barrier to effective communication?** A) Clear articulation B) Technical jargon C) Active listening D) Open-ended questions			
	c.	**In terms of English pronunciation, which of the following is true for engineers?** A) Pronunciation is not important in technical communication. B) Clear pronunciation is essential for avoiding misunderstandings. C) Engineers should only focus on writing skills. D) Accents should be completely eliminated.			
	d.	**How many syllables are in the word "engineering"?** A) 2 B) 3 C) 4 D) 5			
	e.	**Which of the following prepositions correctly completes the sentence: "The report is due _____ Friday"?** A) in B) on C) at D) for.			
	f.	**What is the past tense of the verb "to communicate"?** A) Communicate B) Communicating C) Communicated D) Communicates			
	g.	**Which of the following is an example of mother tongue influence in English communication?** A) Using idiomatic expressions B) Mispronouncing words due to native language sounds C) Employing technical vocabulary correctly D) Using varied sentence structures			
	h.	**In reading comprehension, which skill is most important for engineers when reviewing technical documents?** A) Skimming for general ideas B) Memorizing all details C) Scanning for specific information D) Ignoring unfamiliar technical terms			
	i.	**Which of the following vocabulary words is most relevant to project management?** A) Ambiguous B) Deadline C) Casual D) Informal			
	j.	**When using tenses, which sentence is correct?** A) The engineer designs the project last year. B) The engineer design the project next year. C) The engineer will design the project next year. D) The engineer designed the project next year.			

Part – B (Co1-5) L3

Case Studies *(2 × 5 = 10 Marks)*
(Answer both the questions. Each carry 5 marks.)

Case Study 1 – Communication Barriers
You are working in a multinational company where your team includes members from different cultural backgrounds. During a meeting, some members misinterpret instructions due to differences in communication styles and accents.
- **Identify at least three barriers to communication in this scenario.**
- **Suggest three solutions to overcome them.**

Case Study 2 – Workplace Scenario
In a technical presentation, a student uses too many slides filled with text, speaks in a monotonous tone, and rarely makes eye contact with the audience.
- **Identify the issues with the presentation delivery.**
- **Suggest improvements for verbal and non-verbal communication.**

PART-C
Answer <u>ANY FIVE</u> questions selecting <u>ONE full</u> question from each unit. (6X5=30)

UNIT – I

1.		How can engineers ensure that their communication is considerate of the diverse backgrounds of their team members? Give two strategies you would implement.	CO1	LO$_2$	(6)
2.		How do interpersonal skills complement technical skills in the engineering field? Provide examples of how these skills can work together in a project.	CO1	LO$_2$	(6)

UNIT – II

3.		**Use the following idioms with their figurative meanings and construct workplace place -related sentences:**
		
		   a. Hit the nail on the head
		   b. Back to the drawing board
		   c. In hot water
		   d. Think outside the box
		   e. A blessing in disguise
		   f. Burn the midnight oil
			CO2	LO$_3$	(6)

4.		What role does body language play in a GD, and how would you ensure your non-verbal cues support your discussion?	CO2	LO$_2$	(6)

UNIT – III

5.		**Change the following conversation to a narrative/reported form in a paragraph.**	CO3	LO3	(6)

Neha: The unemployment rate is worrying, especially for fresh graduates.
Ravi: Yes, even with degrees, many are struggling to find relevant jobs.
Anjali: Companies are cutting down on hiring due to automation and cost-saving.
Neha: And they expect experience, but don't want to train freshers.
Ravi: That's why many end up doing internships or freelance work just to stay updated.
Anjali: We seriously need stronger industry-academia collaboration to bridge this gap.

6.	Write an argumentative essay for or against the proposition on the following topic: **Is online learning as effective as traditional in-person education, and should it be adopted more widely in schools?**	CO3	LO3	(6)

	UNIT – IV			
7.	What are netiquettes? Explain the acceptable online roles and behaviours while using social media, webinars, or forums for academic or professional purposes.	CO4	LO2	(6)
8.	How do AI-based grammar tools and plagiarism checkers support academic writing? Discuss their problems and opportunities in handling digital resources.	CO4	LO2	(6)

	UNIT – V			
9.	**Fill-in-the-blank questions (1 mark each) and rewrite the correct sentences based on Conditional Clauses & Modal Verbs**: If the project _____ (finish) on time, the company will gain the client's trust. If I _____ (be) the manager, I would introduce flexible work hours. If the engineers had checked the wiring, the system _____ (not fail). Students _____ wear their ID cards while entering the lab. We _____ complete the task tomorrow if everyone contributes. You _____ verify the data before submitting the report.	CO5	LO2	(6)
10.	Apply for the post of mobile application developer in any company of your choice along with a suitable resume. Assume the necessary information.	CO5	LO3	(6)