

**GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)****Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**

I– Semester

Course Title: **COMMUNICATION SKILLS IN ENGLISH**

(Course Code: 4300002)

Diploma programme in which this course is offered	Semester in which offered
ALL BRANCHES	FIRST

**1. RATIONALE**

Language is the most commonly used medium of self-expression in all spheres of human life – personal, social and professional. English language has become a dire need to deal successfully in the globalized and competitive market. Competency in English is need of the hour, not only for Indian industry, but also worldwide, where diploma engineers have the employable opportunity. Therefore, the basic English skills- listening, speaking, reading and writing have become almost mandatory for employability. This course intends to make the students to develop comprehension skills, improve vocabulary, use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English. Further, it is expected that each polytechnic will provide conducive environment for acquiring proficiency in communication skills among the students through English language.

**2. COMPETENCY**

The purpose of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Use reading, writing, speaking, listening skills to communicate effectively in English**

**3. COURSE OUTCOMES (COs)**

The practical exercises, the underpinning knowledge and the relevant soft skills associated with this competency are to be developed in the student to display the following COs:

- Use strategies to minimise barriers of effective communication.
- Construct grammatically correct sentences.
- Develop reading and listening skills in terms of fluency and comprehensibility.
- Compose different types of written communication.
- Communicate orally in a given situation with a purpose.

**4. TEACHING AND EXAMINATION SCHEME**

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				Total Marks
L	T	P		Theory Marks		Practical Marks		
			C	CA	ESE	CA	ESE	
2	-	2	3	30*	70	25	25	150

(\*): Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessing the attainment of the cognitive domain UOs required for the attainment of the COs.

**Legends:** L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, CA - Continuous Assessment; ESE - End Semester Examination.

## 5. SUGGESTED PRACTICAL EXERCISES

The following practical outcomes (PrOs) are the sub-components of the COs. Some of the PrOs marked “\*” are compulsory, as they are crucial for that particular CO. These PrOs need to be attained at least at the ‘Precision Level’ of Dave’s Taxonomy related to ‘Psychomotor Domain’.

S. No.	Practical Outcomes (PrOs)	Unit No.		Approx. Hrs. required
1	Make correct sentences using tenses.	II	Any two	02
2	Compose Syntactical statements in written and Oral Communication (especially Formal Communication).	II		02
3	Make meaningful sentences using confusing words..	II		02
4	Develop listening skills through listening to recorded lectures, poems, interviews and speeches.	III		02*
5	Use antonyms and synonyms effectively in oral and written forms.	III, IV		02*
6	Use grammatically correct sentence	IV		01
7	Communicate ideas effectively and fluently in oral and written communication.	IV, V		02*
8	Apply idioms and one word substitute effectively in oral and written forms of communication.	IV, V		01
9	Articulate vowels, consonants and diphthongs correctly.	V		02*
10	Syllable and Syllable Stress	V		02
11	Speak with appropriate intonation, voice modulation, pitch, speed and volume.	V		02
12	Participate in conversations (GD /meetings etc.)	V		02*
13	Deliver the presentation effectively in the class.	V		02*
14	Communicate effectively through verbal and non-verbal means of communication.	V		02*
15	Practice online exercises for listening and reading comprehension.	V		02*
16	Perform role play and mock interview	V		02
	<b>Total</b>			<b>28</b>

### Note

- i. More **Practical Exercises** can be designed and offered by the respective course teacher to develop the industry relevant skills/outcomes to match the COs. The above table is only a suggestive list.

ii. The following are some **sample** 'Process' and 'Product' related skills (more may be added/deleted depending on the course) that occur in the above listed **Practical Exercises** of this course required which are embedded in the COs and ultimately the competency.

### Oral Communication

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S. No.	Sample Performance Indicators for the PrOs (Oral communication)	Weightage in %
1	Pronunciation	20
2	Use of language (simple or decorated language)	20
3	Syntax (Sub-Verb Agreement, types of sentences, Modals etc.)	20
4	Use of appropriate Vocabulary	15
5	Fluency ( Ease and speed of the flow of speech )	15
6	Audibility	10
<b>Total</b>		<b>100</b>

### Written Communication

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Written communication)	Weightage in %
1	Content(ideas expressed )	25
2	Use of language (Organisation of the content )	20
3	Grammar <ul style="list-style-type: none"> <li>• Syntax (Sub-Verb Agreement)</li> <li>• Diction (choice and use of words)</li> <li>• Control of the basic grammatical patterns</li> </ul>	20
4	Style <ul style="list-style-type: none"> <li>• Choice of sentence structures</li> <li>• Use of appropriate sentence structures</li> </ul>	20
5	Mechanics (Use of punctuations, Capitalization, paragraphing, italicizing)	15
<b>Total</b>		<b>100</b>

### Listening skills

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Listening skills)	Weightage in %
1	Enthusiasm for patient listening	15
2	Attentive listening	20
	After listening, each student has to summarize	40

S.No.	Sample Performance Indicators for the PrOs (Listening skills)	Weightage in %
3	<ul style="list-style-type: none"> <li>• Accuracy of facts and figures.</li> <li>• Description of places and situations.</li> </ul>	
4	Para- phrasing of the listened texts.	25
<b>Total</b>		<b>100</b>

### Reading Skills

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Reading Skills)	Weightage in %
1	Reading correctly with clarity	30
2	Correct pronunciation	20
3	Comprehension of a vocabulary and deriving meaning of information	15
4	Reading speed	20
5	Drawing correct conclusion and valid inference	15
<b>Total</b>		<b>100</b>

### 6. MAJOR EQUIPMENT/ INSTRUMENTS AND SOFTWARE REQUIRED

These major equipment/instruments and Software required to develop PrOs are given below with broad specifications to facilitate procurement of them by the administrators/management of the institutes. This will ensure conduction of practical in all institutions across the state in proper way so that the desired skills are developed in students.

S. No.	Equipment Name with Broad Specifications	PrO. No.
1	Computer systems windows 7 or above with internet connectivity	All
2	Headphones with speakers	All
3	LCD Projector	All
4	Language lab software	All

### 7. AFFECTIVE DOMAIN OUTCOMES

The following **sample** Affective Domain Outcomes (ADOs) are embedded in many of the above mentioned COs and PrOs. More could be added to fulfill the development of this course competency.

- a) Work well as a leader/a team member.
- b) Follow ethics
- c) Demonstrate human concern.

The ADOs are best developed through the laboratory/field based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy'

should gradually increase as planned below:

- i. 'Valuing Level' in 1<sup>st</sup> year
- ii. 'Organization Level' in 2<sup>nd</sup> year.
- iii. 'Characterization Level' in 3<sup>rd</sup> year.

## 8. UNDERPINNING THEORY

The major underpinning theory is given below based on the UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If required, more such UOs could be included by the course teacher to focus on attainment of COs and competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
<b>Unit 1</b>  <b>Theory of Communication</b>	1a. Define the theory of communication 1b. State different types of communication. 1c. Explain barriers in communication	1d. Communicate effectively	<b>1.1</b> Concept of effective communication and communication skills <b>1.2</b> Communication model <b>1.3</b> Types of communication <b>1.4</b> Barriers of effective communication
<b>Unit 2</b>  <b>Grammar</b>	2a. Identify different parts of speech and their usage in the sentence.	2f. Choose appropriate parts of speech for day to day communication.	<b>2.1 Parts of Speech</b> Noun, Pronoun, Verb, Adjective, Adverb and Interjection- Meaning and Examples (Recapitulation) Prepositions- In, into, On, At, for, Since, between, among, to, towards Connectors - If, Unless, Otherwise, Because, Therefore, Who, Which, Where, When, Why.
	2b. Apply correct verbs in the given sentence	2g. Use grammatically correct sentence in day to day communication	<b>2.2 Tenses</b> <b>2.2.1 Present Tense</b> (Simple, Continuous, Perfect, Perfect Continuous) <b>2.2.2 Past Tense</b> (Simple, Continuous, Perfect) <b>2.2.3 Future Tense</b> (Simple)

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
	2c. Use appropriate Modal Auxiliaries in a given expression.	2h. Choose appropriate Modals in situations where different modes of expressions are used.	<b>2.3 Modal Auxiliaries</b> (Can, Could, May, Might, Shall, Should, Will, Would, Must, Have to, Ought to)
	2d. Choose the correct verb for the given subject.	2i. Use the correct verb depending on the subject in a sentence.	<b>2.4 Subject- Verb Agreement</b>
	2e. Identify basic sentence patterns of English and form sentences in correct word order.	2j. Use correct word order in their speech.	<b>2.5 Basic Sentence Patterns of English</b> (Explanation of S, V,O,A,C) S-Subject, V-Verb, O- Object, A-Adverbial and C- Complement Four Basic Sentence Patterns <ul style="list-style-type: none"> <li>• S+V</li> <li>• S+V+O</li> <li>• S+V+A</li> <li>• S+V+C</li> </ul>
<b>Unit 3</b> <b>Prose and Poetry</b>	3a. Realise the central idea of the literary piece. 3b. Formulate sentences using new words. 3c. Enrich vocabulary through reading. 3d. Write short as well as long answers to questions. 3e. Express ideas in English in written form effectively	3f. Explain the content of the passage/story in the class. 3g. Ask appropriate questions as well to answer them. 3h. Follow oral instructions and interpret them to others. 3i. Present topics effectively and clearly. 3j. Use dictionary, thesaurus and other reference books.	<b>3.1. Prose</b> The Leopard- Ruskin Bond <b>3.2. Short Story</b> After Twenty Years- O Henry <b>3.3. Poetry</b> <ul style="list-style-type: none"> <li>• Stopping by Woods on Snowy Evening-Robert Frost</li> <li>• Where the Mind is Without Fear- Rabindranath Tagore</li> </ul> <b>3.4 Language components:</b> Language components should

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
		3k. Describe an object or product. 3l. Use correct pronunciation and intonation. 3m. Give instructions orally.	be integrated while teaching selected prose Short story and poetry of the Text book. <b>3.5 Vocabulary Items:</b> <ul style="list-style-type: none"> <li>• Matching items (Word and its Meaning)</li> <li>• One-Word Substitution</li> <li>• Phrases and Idioms</li> <li>• Synonyms and Antonyms</li> </ul>
<b>Unit 4</b> <b>Techniques of Writing</b>	4a. Compose emails on given topics/ situations. 4b. Write a paragraph in words with synchronized sentence structure on the given situation / topic. 4c. Answer the questions on the given unseen passage. 4d. Summarize the given unseen passage .	4e. Face oral examinations and interviews. 4f. Grasp the main idea of any conversation and communicate accordingly.	<b>4.1 Email Writing</b> (Business) Format and Sample Enquiry, Orders and complaints Examples for Practice <b>4.2 Letter writing</b> <ul style="list-style-type: none"> <li>• Types of letters,</li> <li>• Formats of Letters</li> <li>• Qualities of a good letter               <ul style="list-style-type: none"> <li>• Sample letters such as:                   <ul style="list-style-type: none"> <li>- Job applications/ Cover Letter</li> <li>- Leave applications, Complaints,</li> <li>- Purchase orders, Enquiries replies etc.</li> </ul> </li> </ul> </li> </ul> <b>4.3 Dialogue writing</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Development of dialogue</li> <li>• Closing sentence</li> </ul> <b>4.4 Comprehension Passages:</b> <ul style="list-style-type: none"> <li>• Passages from text book/Work book.</li> </ul>

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
			<ul style="list-style-type: none"> <li>Unseen passages</li> <li>Reading with correct pronunciation.</li> </ul>
<b>Unit 5</b>  <b>Mechanics of Speaking</b>	5a. Develop a welcome and farewell speech for the given theme/ situation. 5b. Prepare a speech for introducing a guest in the given situation. 5c. Make a weather report for the given condition .	5d. Introduce oneself with correct pronunciation, intonation, using verbal and non-verbal gestures. 5e. Speak in specified formal situations with correct pronunciation. 5f. Speak in specified informal situations with correct pronunciation.	<b>5.1 Public speaking</b> <ul style="list-style-type: none"> <li>Basics of Speaking</li> <li>Importance of public speaking</li> <li>Characteristics of good speech</li> </ul> <b>5.2 Samples for Practice:</b> <ul style="list-style-type: none"> <li>Welcome speech</li> <li>Farewell speech</li> <li>Introducing oneself and another.</li> <li>Discussing Weather</li> <li>Disposal of E -Waste</li> <li>Environmental protection through non-use of Plastic</li> <li>Reduction of Noise pollution by vehicles.</li> <li>Conversation with the Cashier- College/ bank</li> <li>Telephonic Conversations (Formal and Informal).</li> </ul>

### 9. SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A	Total Marks
I	Theory of Communication	10	04	07	05	16
II	Grammar	09	04	06	06	16
III	Prose and Poetry	09	04	07	04	15
IV	Techniques of Writing	06	03	04	03	10
V	Mechanics of Speaking	08	04	05	04	13
<b>Total</b>		<b>42</b>	<b>19</b>	<b>29</b>	<b>22</b>	<b>70</b>

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



**Note:** This specification table provides general guidelines to assist students for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may slightly vary from above table.

## 10 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: Students should perform following activities in group and prepare reports of about 5 pages for each activity. They should also collect/record physical evidences for their (student's) portfolio which may be useful for their placement interviews:

- The experiments should be properly designed and implemented with an attempt to develop different types of skills leading to the achievement of the competency.
- Initiating a conversation with a new comer to your college.
- Assignments using Internet. (Online Listening/Speaking/Vocabulary based exercises and uploading their score, etc. (Teacher can decide how to use various online platforms for evaluation purpose.
- Self-learning Activities using mobile apps/internet
- Discuss current affairs in English with your friends.
- Read storybooks and learn new words and sentence structures.
- Write a brief report on current environmental issues.

## 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:

- a) Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- b) Guide student(s) in undertaking micro-projects.
- c) Comprehension of passage and making presentation can given to the students for **self-learning**, but to be assessed using different assessment methods.
- d) Guide students on how to address issues on environment and sustainability using the knowledge of this course

## 12. SUGGESTED 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. In the first four semesters, the micro-project are group-based (group of 3 to 5). However, **in the fifth and sixth semesters**, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. 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 duration of the microproject should be about **14-16 (fourteen to sixteen) student engagement hours** during the course. The students ought to submit micro-project by the end of the semester to develop the industry-oriented COs.

A suggestive list of micro-projects is given here. This should relate highly with competency of the course and the COs. Similar micro-projects could be added by the concerned course teacher:

- a) Book review – students should read a book and then write his reviews about the book and present it in the class.
- b) Presentation – Prepare a presentation regarding current problems of environment and present it in the class.
- c) Mock interviews. – Interviews conducted by students and for the students.
- d) Skit or role play- write the script and present it in the class  
( can be asked to take topic related to environment and pollution)
- e) Find out 20 new words out of a given story, write its synonym and use the word in your own sentence.
- f) Draft a story according to a given picture.
- g) You are in the village fair. Describe what is happening around you in present continuous tense. (Celebration of Annual Day – past tense. etc)
- h) Write a paragraph about your first day in college.

### 13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	Living English Structures	W. S. Allen	Pearson Education India 1992 ISBN: 9788131728499
2	Essentials of English Grammar and Composition	N. K. Aggrawal	Goyal Brothers Prakashan 2015 ISBN : 8183896162
3	English Grammar at Glance	M. Gnanamurali	S. Chand & Co. Ltd. 2010 ISBN : 9788121929042
4	Effective English	E. Suresh Kumar & Others	Pearson 2010 ISBN : 9788131731000
5	English Communication for Polytechnics	S. Chandrashekhar & Others	Orient BlackSwan 2013 ISBN : 8125037462
6	English Fluency Step 1 & 2	-	Macmillan 2010 ISBN : 9781405003650 9781405003667
7	Active English Dictionary	-	Longman 1991 ISBN : 8131707865
8	The Pronunciation of English	Daniel Jones	Cambridge: Cambridge University Press, 4 <sup>th</sup> Edition 1956 ISBN : 0521093694
9	Ed. English Pronouncing Dictionary	James Hartman & et al.	Cambridge: Cambridge University Press. 17 <sup>th</sup> Edition 2006 ISBN : 0521680867
10	Effective Communication Skills	Kulbhushan Kumar	Khanna Publishing House, New Delhi (Revised Ed. 2018) ISBN : 9789382609940

S. No.	Title of Book	Author	Publication with place, year and ISBN
11	Better English Pronunciation	J.D.O'Connor	Cambridge: Cambridge University Press 1982 ISBN : 0521231523
12	An English Grammar: Comprehending Principles and Rules	Lindley Murray	Franklin Classics (10 October 2018). ISBN : 0342097008
13	Examine your English	Margaret M. Maison	Orient Longman: New Delhi, 1964 ISBN : 812500176X
14	A Practice Course in English Pronunciation	J.Sethi & et al	New Delhi: Prentice Hall, 2004 ISBN : 9788120325944
15	Technical Communication: A Practical Approach.	Pfeiffer, William Sanborn and T.V.S Padmaja	Delhi: Pearson, 2007. ISBN : 9788131700884

#### 14. SUGGESTED LEARNING WEBSITES

- <https://learnenglish.britishcouncil.org>
- <http://www.free-english-study.com/>
- <http://www.english-online.org.uk/course.htm>
- <http://www.english-online.org.uk/>
- <http://www.talkenglish.com/>
- <http://www.learnenglish.de/>
- <https://www.cambridgeenglish.org/exams-and-tests/linguaskill/>
- <https://dictionary.cambridge.org/dictionary/english/>
- <https://www.oxfordlearnersdictionaries.com/definition/academic/>
- <https://learnenglishkids.britishcouncil.org/>

#### 15. PO-COMPETENCY-CO MAPPING

Semester I	Communication Skills in English (Course Code: 4300002)						
	POs						
Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/ development of solutions	PO 4 Engineering Tools, Experimentation & Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning
<b>Competency</b>	<b>Use reading, writing, speaking, listening skills to communicate effectively in English</b>						
<b>Course Outcomes</b> Students will be able to: CO a). Use strategies to minimise barriers of effective communication	-	-	-	-	-	2	2

CO b) Construct grammatically correct sentences.	2	-	-	-	-	2	2
CO c) Develop reading and listening skills in terms of fluency and comprehensibility	1	-	-	-	-	-	1
CO d) Compose different types of written communication.	2	-	-	-	-	2	2
CO e) Communicate orally in a given situation with a purpose.	2	-	-	-	-	2	2

Legend: '3' for high, '2' for medium, '1' for low and '-' for no correlation of each CO with PO.

## 16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

### GTU Resource Persons

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### NITTTR Resource Persons

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