

<b>Communication Skills</b>		<b>Semester</b>	<b>I / II</b>
<b>Course Code</b>	<b>1BENG106/206</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T:P: S)</b>	<b>1:0:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>15 hours +15 hours</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>01</b>

**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, Intonation, and Practice.

<b>Teaching Methodology</b>	TBTL (Task-Based Teaching Learning)
<b>Language Lab</b>	<b>Quiklrn.com</b>
<b>Digital Tools</b>	ALL 44 sounds of English in 75 minutes - <a href="https://www.youtube.com/watch?v=QxQUapA-2w4&amp;t=51s">https://www.youtube.com/watch?v=QxQUapA-2w4&amp;t=51s</a> . 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
<b>Reading Material for Dramatized Reading</b>	“ <a href="#">The Chimney Sweeper</a> ” by William Blake “ <a href="#">All the world is Stage</a> ” by William Shakespeare <a href="#">Martin Luther King Jr's “I Have a Dream” Speech</a>
<b>Assessment Techniques and Tools</b>	<b>Role Play:</b> Formal/informal scenarios, <b>Group Discussion (GD)</b> , <b>Case Studies Analysis:</b> Identify barriers and suggest solutions, <b>Mini-Presentation:</b> Focused on proxemics.

	Observation Rubric (for body language, tone, time cues), (Sample Rubric, please refer the annexure), Video Recording + Self-evaluation Sheet.
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### 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.

<b>Teaching Methodology</b>	TBTL (Task-Based Teaching Learning)
<b>Language Lab</b>	<b>Quiklrn.com</b>
<b>Digital Tools</b>	Google Meet / Zoom + AI Transcription- Practice group discussions with live transcription. Grammarly - Highlights grammar issues with explanations. <b>Oxford Learner's Dictionaries</b> ( <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a> ) - Includes etymology, pronunciation, synonyms/antonyms.
<b>Assessment Techniques and Tools</b>	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), <b>Activity:</b> Read a short <b>interview of an achiever</b> (e.g., A. P. J. Abdul Kalam, Sudha Murthy) <b>LMS (Learning Management Systems):</b> Moodle or Google Classroom for submissions and reflections. <b>Video Submissions:</b> 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).

<b>Pedagogy</b>	TBTL (Task-Based Teaching Learning)
<b>Language Lab</b>	<b>Quiklrn.com</b>
<b>Digital Tools</b>	<a href="#">Grammarly</a> – Check grammar, tone, spelling <a href="#">Canva</a> – Free templates to create posters, ads, infographics <a href="#">Adobe Express</a> – Visual storytelling and ad design

<b>Assessment Techniques and Tools</b>	<p><b>Paragraph Writing</b> - Descriptive, Argumentative, Expository, Short Story, Narrative - Paragraph rubric (structure, logic, vocabulary, grammar)</p> <p>Writing - <b>Tool:</b> Digital submission + rubric for content originality, reader engagement, clarity.</p> <p><b>Creating Advertisements</b> - tool: Creative rubric (message, design, language, call to action)</p> <p><b>Speaking Skills</b> - Oral assessment rubric (intonation, clarity, accuracy)</p> <p>Email simulator (Google Forms/Canvas/Docs template)</p>
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#### 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.

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

#### 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.

<b>Pedagogy</b>	TBTL (Task-Based Teaching Learning)
<b>Language Lab</b>	<b>Quiklrn.com</b>
<b>Assessment Techniques and Tools</b>	<p>Listening to professional talks, analyzing tone and structure - <a href="https://www.ted.com/talks">https://www.ted.com/talks</a></p>

	Non-verbal cues in professional reading - <a href="https://www.youtube.com/c/Mindsight">https://www.youtube.com/c/Mindsight</a> Grammar AI practice - <a href="https://quillbot.com/grammar-check">https://quillbot.com/grammar-check</a> 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
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### Extra Reading

#### The following reading works to be part of the Formative Assessments

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. Lakshminarayanan, K. R. (2006). *English for technical communication*. Scitech Publications.
4. Mohan, K., & Banerji, M. (2000). *Developing communication skills*. Macmillan India.
5. Floyd, K., & Cardon, P. W. (2019). *Business and professional communication* (3rd ed.). McGraw-Hill Education.
6. 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.** The 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	<b>Listening</b> 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	<b>Pronunciation</b> Diphthongs Words with stress (special cases) – Words without stress Sentence stress, assimilation, linking vowels with vowels Question intonation (consolidation and extension) Homophones
Our Technical Society	Role of engineers in society Ethics in engineering Impact of technology on social structures Interdisciplinary collaboration	Understand the main points of news programs, broadcasts, interviews, etc., on familiar topics which are clearly delivered in simple language, and with illustrative images.	<b>Vocabulary</b> Words related to themes and topics of higher proficiency. <b>Grammar</b> Present perfect (consolidation and extension) Past simple and past continuous Types on sentences: simple, compound and complex
Our Built and Natural Environment Our Future Our 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		

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## 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	PO12
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
		<b>Direct Assessment</b>	<b>CIE</b>	Internal assessment tests	Students	Two Tests (Average of the two will be computed)	30
Creative writing	Students			Assignment-1 (10) Assignment-2 (10)	20	Quiz Projects Presentations Assignment Questions and Answers	1 to 5
<b>Indirect assessment Methods</b>			Students	-----	-----	-----	-----
				-----	-----	-----	-----
	<b>SEE</b>		Students	End of course (Answering 50 MCQ questions)	50	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 Evaluation:

SL. No	Bloom's Category	Test 1	Test 2
1	Remember	34%	34%
2	Understand	55%	20%
3	Apply	00%	23%
4	Analyse	11%	00%
5	Evaluate	00%	00%
6	Create	00%	23%

### SEE Evaluation:

SL. No	Bloom's Category	SEE	
1	Remember	25%	25%
2	Understand	25%	25%

### 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	✓	✓	✓

### Rubrics

#### 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	

## Model Question Paper

<b>Course &amp; Branch</b>	<b>BE</b>	<b>Semester:</b>	I
<b>Subject</b>	<b>Communication Skills</b>	<b>Max. Marks:</b>	<b>50</b>
<b>Subject Code</b>	<b>1BENG106</b>	<b>Duration:</b>	1 Hours

### Instructions to Candidates

1. This question paper consists of Multiple-Choice Questions (MCQs) carrying a total of 50 marks.
2. All questions are compulsory.
3. Each question carries 1 mark. The question paper contains 50 MCQs × 1 mark = 50 marks.
4. Read each question carefully before selecting the most appropriate answer.
5. Each question has four alternatives (A, B, C, and D). Only one option is correct.
6. Choose the correct answer and mark it clearly:
  - In OMR-based exams: darken the appropriate bubble completely.
  - In written exams: write only the option letter (A/B/C/D) or the full answer as instructed.
7. No marks will be awarded for partially correct answers.
8. There is no negative marking for incorrect answers.

Multiple Choice Questions		CO's	LO	Marks	Duration
<b>Q No.</b>	<b>Choose the correct option for the following.</b>	<b>1-5</b>	<b>Lo1</b>	<b>50X1=50</b>	<b>1 Hour</b>
<b>Unit 1</b>					
<b>1</b>	<b>An engineer explaining a project to a client adjusts language and tone based on the listener. This reflects which element of communication?</b> a) Noise b) Context c) Feedback d) Encoding				
<b>2</b>	<b>Folding arms, avoiding eye contact, and leaning back during a meeting mainly relate to:</b> a) Verbal communication                      b) Written communication c) Non-verbal communication                d) Formal communication				
<b>3</b>	<b>Standing too close to a colleague during a discussion may create discomfort due to poor use of:</b> a) Chronemics b) Proxemics c) Kinesics d) Paralanguage				
<b>4</b>	<b>Arriving late to a professional meeting shows lack of awareness of:</b> a) Proxemics b) Chronemics c) Phonemics d) Semantics				

<b>5</b>	<b>A message becomes unclear due to poor pronunciation and background noise. This is an example of:</b> a) Feedback b) Channel c) Barrier to communication d) Encoding
<b>6</b>	<b>Choosing the correct form of a word such as <i>noun</i> or <i>verb</i> while writing a report relates to:</b> a) Sentence stress b) Parts of speech c) Intonation d) Voice
<b>7</b>	<b>“The report was submitted on time” is an example of:</b> a) Simple sentence b) Active voice c) Passive voice d) Compound sentence
<b>8</b>	<b>Misunderstanding between <i>record</i> (noun) and <i>record</i> (verb) mainly occurs due to change in:</b> a) Intonation b) Stress c) Syllable structure d) Tone
<b>9</b>	<b>Stress placed incorrectly on technical words may affect:</b> a) Grammar accuracy b) Speech intelligibility c) Writing style d) Vocabulary range
<b>10</b>	<b>Rising and falling voice patterns while speaking mainly refer to:</b> a) Accent b) Intonation c) Rhythm d) Pitch
<b>Unit 2</b>	
<b>11</b>	<b>Introducing yourself confidently during campus recruitment reflects skill in:</b> a) Reading b) Writing c) Speaking d) Proofreading
<b>12</b>	<b>A role-play where an employee handles a dissatisfied client mainly develops:</b> a) Memorization b) Interpersonal communication c) Grammar accuracy d) Vocabulary recall
<b>13</b>	<b>Participating in a group discussion requires mainly:</b> a) Speaking continuously                      b) Listening and responding logically c) Dominating others                              d) Memorizing facts
<b>14</b>	<b>While delivering a PEP Talk, the speaker focuses on motivation and confidence. This supports:</b> a) Personal empowerment                      b) Technical accuracy c) Grammar correction                              d) Pronunciation drills
<b>15</b>	<b>Skimming an interview article helps a reader to:</b> a) Understand every detail                      b) Identify main ideas quickly c) Analyze grammar                                  d) Learn vocabulary
<b>16</b>	<b>Scanning a case study is useful mainly to:</b> a) Read emotionally                                  b) Locate specific information c) Enjoy narration                                      d) Improve pronunciation
<b>17</b>	<b>Writing a short biography of an achiever mainly develops:</b> a) Creative writing                                      b) Reflective and structured writing c) Technical documentation                      d) Email drafting
<b>18</b>	<b>“He has completed the project successfully” represents which sentence pattern?</b> a) S + V b) S + V + O c) S + V + O + C d) S + V + Adj



<b>34</b>	<b>Discussion forums are examples of:</b> a) Synchronous communication    b) Asynchronous communication c) Face-to-face communication    d) Formal interviews
<b>35</b>	<b>Posting respectful comments online reflects:</b> a) Digital literacy b) Netiquette c) Coding skills d) Technical writing
<b>36</b>	<b>Excessive informal language on professional platforms may affect:</b> a) Speed b) Online reputation c) Grammar accuracy d) File size
<b>37</b>	<b>Tools like Grammarly primarily help in:</b> a) Content creation                      b) Grammar and clarity checking c) Voice modulation                      d) Plagiarism creation
<b>38</b>	<b>Using others' ideas without citation is called:</b> a) Referencing b) Paraphrasing c) Plagiarism d) Quoting
<b>39</b>	<b>Academic integrity mainly promotes:</b> a) Speed of writing b) Ethical use of information c) Creative freedom d) Informal tone
<b>40</b>	<b>Proper citation helps to:</b> a) Increase word count b) Avoid infringement c) Improve pronunciation d) Add complexity
<b>Unit 5</b>	
<b>41</b>	<b>Listening to TED Talks mainly improves:</b> a) Grammar accuracy                  b) Listening comprehension and ideas c) Writing speed                          d) Vocabulary memorization
<b>42</b>	<b>Maintaining eye contact during interviews reflects:</b> a) Nervousness b) Non-verbal confidence c) Aggression d) Informality
<b>43</b>	<b>Telephone interviews mainly assess:</b> a) Body language b) Pronunciation and clarity c) Writing skills d) Dressing style
<b>44</b>	<b>Formal professional language is best used when:</b> a) Talking with friends b) Writing job applications c) Posting on social media d) Casual texting
<b>45</b>	<b>A Statement of Purpose mainly highlights:</b> a) Personal background only              b) Career goals and motivation c) Technical errors                          d) Informal achievements
<b>46</b>	<b>Reading a company profile before interviews help to:</b> a) Increase confidence                      b) Answer questions relevantly c) Improve accent                          d) Memorize facts
<b>47</b>	<b>A well-structured resume mainly improves:</b> a) Pronunciation b) First impression c) Writing speed d) Grammar rules
<b>48</b>	<b>Conditional clauses are commonly used when discussing:</b> a) Past facts b) Possibilities and outcomes c) Commands d) Descriptions

<b>49</b>	<b>Modal verbs like <i>should</i> and <i>must</i> express:</b> a) Time b) Obligation and advice c) Condition d) Voice
<b>50</b>	<b>Using appropriate technical vocabulary in interviews reflects:</b> a) Memorization b) Professional competence c) Informality d) Emotional appeal