



Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the

Programmes

Under

**The Faculty of Humanities/Commerce &
Management**

With effect from the

Academic year 2020-21

Board of Studies in English & Business Communication Subjects

1.) Name of Chairperson/Co-Chairperson/Coordinator:-

- a.) Dr. Pratima Das (Chairperson)
- b.) Ms. Geeta Sahu (Co-Chairperson)

2.) Two to five teachers each having minimum five years teaching experience amongst the full time teachers of the Departments, in the relevant subject.

- a.) Dr. Anjali Verma M.M.K College, Assistant Professor, Bandra
- b.) Dr. Kailas Aute Associate Professor, Smt. CHM College, Ulhasnagar
- c.) Dr. Jalaja Nair Assistant Professor

3.) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body;-

- a.) Professor Thirupathi Kumar (English and Foreign Languages University, Hyderabad)—

4.) Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;

- a.) Mr. Ketan Bhagat Writer, (Industry Expert, Oracle)
- b.) Dr. Dinesh Kumar Associate Professor, Vaze Kelkar College, Mulund. (Eminent Scholar)
- c.) –Yogesh Bari- Vice President- Learning & Development, Global Banking and Financial Organization (Industry Expert)

5.) Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.

- a.) Ms. Kangana Pandiya
- b.) Ms. Preksha Raichandani

Part I

R. ** :** The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:

Outline of the Choice Based Credit System as outlined by the University Grants Commission:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of **interdisciplinary** nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE)

Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement;

SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

4. **Choice Based Credit System (CBCS)**

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

5. Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

6. Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

7. Course:

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'program'.

8. Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

9. Module and Unit:

A course which is generally an independent entity having its own separate identity is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

10. Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

11. Credit Point:

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

12. Credit Completion and Credit Accumulation:

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

13. Credit Bank:

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s

for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual's history.

14. Credit Transfer:

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

15. Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Part II

Note: The Ordinances and Regulations given below apply to Under Graduate Programmes of the University.

O*****

The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O*** The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.**

R ***** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

R*** The Scheme of Teaching and Examination:**

The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

A). Internal Assessment – 40%

40 marks

1. For Theory Courses

| Sr. No. | Particulars | Marks |
|---------|--|----------|
| 1 | ONE class test / online examination to be conducted in the given semester | 15 Marks |
| 2 | One assignment based on curriculum (to be assessed by the teacher Concerned | 10 Marks |
| 3 | Self-Learning Evaluation | 10 Marks |
| 4 | Active participation in routine class instructional deliveries | 05 Marks |

2. For Practical Courses

| Sr. No. | Particulars | Marks | |
|---------|--|----------|----------|
| 1 | Semester End Practical Examination | 15 Marks | |
| | Journal | | 05 Marks |
| | Viva | | 05 Marks |
| | Laboratory Work | | 05 Marks |
| 2. | One assignment/project with the class presentation to be assessed by teacher concerned | 10 Marks | |
| | Presentation | | 05 Marks |
| | Written Document | | 05 Marks |
| 3 | Self-Learning Evaluation | 10 Marks | |
| 4 | Active participation in routine class / Laboratory instructional deliveries | 05 Marks | |

➤ Project and Assignment:

- Project or Assignment, which can in the following forms
 - Case Studies
 - Videos
 - Blogs
 - Research paper (Presented in Seminar/Conference)
 - Field Visit Report
 - Presentations related to the subject (Moot Court, Youth Parliament, etc.)
 - Internships (Exposition of theory into practice)

- Open Book Test
- Any other innovative methods

➤ **Self-Learning Evaluation**

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline academic resource specified in the curriculum. Hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.
- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.
- club the self-learning topics into 3-4 groups of topics only for evaluation.
- Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable. Hence each group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

3 Sub Topics

Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

4 Sub Topics

Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable
- All students will actively participate in the presentation of each of the sub-topics.
- SUGGESTIVE Methods for Evaluation of Self-learning topics IN LECTURES:
 - Seminars/presentation (PPT or poster), followed by Q&A
 - Objective questions /Quiz / Framing of MCQ questions.
 - Debates
 - Group discussion
 - You-Tube videos (Marks shall be based on the quality and viewership)
 - Improvisation of videos
 - Role Play followed by question-answers
 - Viva Voce
 - Any other innovative method

Student can be evaluated based on the quality of presentation, quality of q & a, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

SEMESTER END EXAMINATION: - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

B. Semester End Examination- 60 %

60 Marks

- 1) Duration – These examinations shall be of 2 hours duration.
- 2) Question Paper Pattern: -
 - i. There shall be four questions each of 15 marks.
 - ii. All questions shall be compulsory with internal choice within the questions.
 - iii. The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the University.

Bachelor of Commerce
Curriculum – First Year Undergraduate Programmes
Business Communication Course
for
B Com Programme
Part 1 - Preamble

Section D

BUSINESS COMMUNICATION

Curriculum – First Year Undergraduate Programmes
Semester-I and Semester -II

Part 1 - Preamble

Communication has gained significant importance in all the fields of life. Spoken as well as written communications are considered to be effective life skills which have enormous powers when they are used accurately. In today's world, mastering the skills of Business Communication is considered as the key to success. Since effective communication skills act as an aid for understanding and delivering knowledge in any subject, it is therefore mandatory to introduce a course in Business Communication to the First Year Bachelors of Commerce students. The syllabus offers a combination of theories as well as practical aspects of the subject. It has been carefully designed to ensure that the various components of listening, speaking, writing & presentation skills have been dealt upon. The course will enable students to learn the essential communication skills and will prepare them to be job ready. The course equips the learners with the necessary know-how of official correspondences, new methods of interface and dynamics of group communication.

Semester I

1. Course Objectives:

- To develop awareness of the nuances of the communication processes
- To develop effective listening skills in order to enhance their critical listening competency
- To develop effective writing skills in order to enable students to write with precision, correctness, exactness, efficiency and accuracy
- To develop effective oral skills in order to enable students to speak clearly, confidently and to gain the attention of an audience
- To effectively make use of the various communication technologies in this digital era

2. Process adopted for Curriculum Designing:

A team was constituted with four internal members, four external teachers from the Department of English, three experts from the industry and two student representatives to frame the syllabus. The syllabus was initially drafted and sent to the Board of Studies of the Department of English. A draft copy of the syllabus was then sent to academicians, experts from industry and research scholars through emails and their inputs were gathered through meetings. These valuable inputs were deliberated and incorporated into the final syllabus.

Multiple meetings were held for deliberations and discussions of the syllabus. After discussion with them, personally, via mail, via messages, the changes in the syllabus were introduced. This consisted of theory and practical components. The topics for self-learning, internal assessments, project work, class tests and tutorial activities were discussed.

3. Salient Features, how it has been made more relevant:

The curriculum focuses on the theoretical as well as practical aspects of Communication in general and Business Communication in particular. The curriculum aims to pay special attention towards oral as well as written communication skills which are essential in today's business world. A combination of lectures and personalized attention during tutorials would contribute towards making students confident orators, having a wide vocabulary and excellent writing skills.

The Business Communication course comprises of two semesters- Semester I & Semester II in the First Year of the Bachelors of Commerce Course. Each semester has 3 units per semester. Keeping in tune with UGC norms, three lectures and one tutorial per division has been assigned for the course. A total number of 3 credits have been assigned for this paper. The internal assessment carries 40 marks while the external examination comprises of 60 marks. Therefore, the Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the theoretical knowledge and practical skills that the subject offers. While designing of the syllabus care has been taken to balance the theory of communication and the practical spoken and written aspects of the subject. The course would contribute towards the students to become better communicators.

4. Learning Outcomes

- After successful completion of the course the students should be able to enhance their listening, speaking, reading and writing skills in order to meet the challenges of the business world
- A basic introduction to the theory of communication would enable the students to apply theoretical knowledge to practical aspects of communication
- The students would successfully learn to identify and overcome barriers to communication
- An adequate knowledge and practice of essential business letter writing skills would enable students to express themselves in an intelligible and comprehensive manner
- The knowledge and skills to draft a comprehensive job application letter and an impressive resume would prepare students to be job ready

5. Input from stakeholders :

The experts from the industry & academia suggested topics which could be deleted, added or modified in the proposed syllabus. According to these suggestions, the topics for the syllabus, tutorial activities, self-learning & internal assessments were finalized. Keeping in mind the demands from the industry, an attempt has been made to prepare a syllabus which will be relevant for the present job market.

Part 2 - The Scheme of Teaching and Examination

Semester – I

| | | | |
|---------|----------------------------|--------------|---------|
| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
| | | | |

First year Semester -I Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45min) | | | | | | Credit | Evaluation Scheme | | | | Total Marks |
|---------|--------------|------------------------|---|--------|---|---|---|---------|--------|-------------------|----|---------|-----|-------------|
| | | | Unit | S L | L | T | P | SL E | | CT | TA | SE E | | |
| | | | | | | | | | | | | | | |
| | UC-FCO-104 | Business Communication | 3 | 20%* | 3 | 1 | 0 | 3 | 10 | 20 | 10 | 60 | 100 | |

***One to two lectures to be taken for CONTINUOUS self -learning evaluation**

| S.N | Subject Code | Subject Unit Title | | Lectures | Total No. of Lectures | Credit | Total Marks |
|-----|--------------|--------------------|---------------------------|----------|-----------------------|--------|----------------|
| | | I | Theory of Communication | 15 | 45 | 3 | 100 (60+40) |
| | | II | Business Correspondence | 15 | | | |
| | | III | Language & Writing Skills | 15 | | | |

Note: One tutorial per batch per week in addition to number of lectures stated above (Batch size as per the University norms

Periods: 45 lectures + 15 Tutorials (3 lectures + 1 tutorial per week) per semester

- **Lecture Duration – 45 Minutes = 0.75 Hours. (45 Lectures equivalent to 33.75 hours)**
- **One Credit =16.87 hours equivalent to 17 Hours**

Part 3: Detailed Scheme

I Year Semester – I Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture of the respective UNIT.

Business Communication (Total Lectures: 45)

Unit-1: Theory of Communication [15 Lectures]

- 1.1 Concept of Communication: Models of Communication – Linear / Interactive / Transactional / Shannon and Weaver (To be only discussed in class) Meaning, Definition, Process, Need, Feedback Emergence of Communication as a key concept in the Corporate and Global world
- 1.2 Digitalized Communication: Types – Internet, Blogs, E – Mail, Moodle, Social Media (Facebook, Twitter & WhatsApp), Web conferencing tools - Advantages & Disadvantages
- 1.3 Communication at Workplace: Channels - Formal and Informal—Vertical, Horizontal, Diagonal, Grapevine, Methods – Verbal / Non Verbal (including Visual), Business Etiquettes
- 1.4 Business Ethics: Ethics at workplace - Importance of Business Ethics, Personal Integrity at the workplace Business Ethics and media Computer Ethics Corporate Social Responsibility
- 1.5 Barriers to Communication: Physical/ Semantic/Language / Socio-Cultural / Psychological Barriers, Ways to overcome these Barriers
- 1.6 Listening Skills: Importance of Listening Skills, Obstacles to Listening, recommendations for cultivating good Listening Skills

Unit-2: Business Correspondence [15 Lectures]

- 2.1 Theory of Business Letter Writing: Parts, Structure, Layouts-Full Block, Principles of Effective Letter Writing, Principles of effective E - mail Writing
- 2.2 Personnel Correspondence: Statement of Purpose, Letter of Recommendation, Job Application Letter and Resume, Letter of Appointment (to be discussed in class), Letter of Acceptance of Job Offer, Letter of Appreciation, Letter of Resignation

Unit-3: Language & Writing Skills [15 Lectures]

- 3.1 Commercial Terms used in Business Communication (to be only discussed)
- 3.2 Paragraph Writing: Developing an idea, using appropriate linking devices, Cohesion and Coherence etc
- 3.3 Tutorials Activities: Speaking Skills, Writing Skills, Remedial Grammar, Soft Skills – Emotional Quotient, Conflict Management, Time Management, Presentation Skills (Students can be asked to make a Power Point Presentation on any topic of their choice in order to enhance Listening / Speaking/ Reading / Writing)

Self- Learning – Topics

Unit 1: 1.2-Digitalized Communication: Types – Internet, Blogs, E – Mail, Moodle, Social Media (Facebook, Twitter & WhatsApp), Web conferencing tools Advantages & Disadvantages

Unit 1: 1.4-Business Ethics: Ethics at workplace - Importance of Business Ethics, Personal Integrity at the workplace Business Ethics and media Computer Ethics Corporate Social Responsibility

Unit-3: 3.4- Paragraph Writing: Developing an idea, using appropriate linking devices, Cohesion and Coherence etc

Online Resources:

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|---|
| https://nptel.ac.in/courses/110/105/110105052/ (Unit 1:1.2) |
| https://nptel.ac.in/courses/109/104/109104107/ (Unit 1:1.2) |
| https://onlinecourses.swayam2.ac.in/cec20_mg32/preview (Unit 1: 1.4) |
| https://www.digimat.in/nptel/courses/video/110105079/L01.html (Unit 1: 1.4) |
| https://nptel.ac.in/courses/109/106/109106094/ (Unit-3: 3.4) (week 5) |
| https://www.youtube.com/watch?v=L1J9ZPVydr (Unit-3: 3.4) |
| https://www.youtube.com/results?search_query=guidelines+on+paragraph+writing (Unit-3: 3.4) |

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Effective Listening Skills by Kratz, Abby Robinson, Irwin Professional Publishing, Toronto, 1995 | 1995 |
| 2 | Body Language by Allan Pease, Sudha Publications, Delhi, 1998 | 1998 |
| 3 | Essentials of Business Writing by Guffey Mary Ellen, South-Western College Publishing, Ohio | 2000 |
| 3 | Business Communication Strategies by Monippally, Matthukutty, M., Tata McGraw Hill, New Delhi, 2001 | 2001 |
| 4 | Basic Business Communication: Skills for Empowering the Internet Generation by Raymond V. Lesikar and Marie E. Flatley, 9 th Edition, Tata McGraww Hill, New Delhi, 2002 | 2002 |
| 5 | Business Communication by Meenakshi Raman and Prakash Singh, Oxford University Press, 2007 | 2007 |
| 6 | Effective Business Communication by Herta A. Murphy, Herbert W.Hildebrandt, Jane P.Thomas, McGraw Hill, 2008 | 2008 |
| 7 | Business Communication: Making Connections in a Digital World by Raymond V. Lesikar, 13 th Edition, McGraw Hill Education, 2009 | 2009 |
| 8 | Non-Verbal Communication: Studies and Applications by Moore, Ninja-Jo, Oxford University Press, New York, 2010 | 2010 |
| 9 | Business Communication by D. Chaturvedi and Mukesh Chaturvedi, Third Edition, Pearson, 2013 | 2013 |

| | | |
|----|---|------|
| 10 | Ethics in Management by S.A.Sherlekar, Himalaya Publication, New Delhi. | 2016 |
| 11 | Business Ethics by Pearson, 8 th Edition, Pearson Education. | 2018 |

Semester II

Course Objectives:

- To learn successful job interview skills
- To develop effective language & writing skills which are essential for the functioning of a business organization
- To familiarize students with the various forms of group communications
- To create an awareness of the goals and objectives of Public Relations for a business organization

Learning Outcomes:

- Students will be job ready as they would be acquainted with the various interview skills
- To acquire various language & writing skills like drafting a notice, agenda and resolutions, trade letters, reports, summarizing, business proposals etc. which are essential for the smooth functioning of a business organization
- Students would be well aquatinted with the different forms of group communications; their advantages and disadvantages
- To learn the coordination, tools and strategies of internal and external public relations activities

Part 4 - The Scheme of Teaching and Examination

Semester – II

| | | | |
|---------|----------------------------|--------------|---------|
| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
| | | | |

First year Semester -I Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45min) | | | | | Evaluation Scheme | | | | Total Marks |
|---------|--------------|---------------|---|--|--|--|--|-------------------|--|--|--|-------------|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

***One to two lectures to be taken for CONTINUOUS self -learning evaluation**

Note: One tutorial per batch per week in addition to number of lectures stated above (Batch size as per the University norms)

| S.N | Subject Code | Subject Unit Title | | Lect ures | Total No. of Lectures | Credi t | Tot al Mark s |
|-----|--------------|--------------------|---------------------------|-----------|-----------------------|---------|----------------|
| | | I | Group Communication | 15 | 45 | 3 | 100 (60+40) |
| | | II | Business Correspondence | 15 | | | |
| | | III | Language & Writing Skills | 15 | | | |

Periods: 45 lectures + 15 Tutorials (3 lectures + 1 tutorial per week) per semester

- **Lecture Duration – 45 Minutes = 0.75 Hours. (45 Lectures equivalent to 33.75 hours + 15 Tutorials equivalent to 11.25 hours)**
- **One Credit = 22.5 hours equivalent to 23 Hours**

Part 5: Detailed Scheme

I Year Semester – II Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture of the respective UNIT

Business Communication (Total Lectures: 45)

Unit-1: Group Communication [15 Lectures]

- 1.1 Interview Skills: Group Discussion, Preparing for an Interview, Types of Interviews – Job, Appraisal, Grievance, Exit, Online
- 1.2 Meetings: Need and Importance of Meetings, Conduct of Meeting and Group Dynamics, Role of the Chairperson, Role of the Participants, Drafting of Notice, Agenda and Resolutions, Classifications of Secretaries – Company Secretary/ Private Secretary, Functions of secretaries (only to be discussed and not to be assessed)
- 1.3 Committees and Conferences: Importance & Types of Committees, Meaning and Importance of Conference, Organizing a Conference, Modern Methods: Skype & Webinar
- 1.4 Public Relations: Meaning, Functions of PR Department, External and Internal Measures of PR, Crisis Management, Press Release

Unit-2: Business Correspondence [15 Lectures]

- 2.1 Trade Letters: Letters of Inquiry, Letters of Complaints, Claims, Adjustments, Sales Letters, Promotional Leaflets and Fliers, Consumer Grievance Redressed Letters, Letters under Right to Information (RTI) Act

Unit-3: Language and Writing Skills**[15 Lectures]**

- 3.1 Reports and Business Proposals: Parts, Types, Feasibility Reports, Investigative Reports, Drafting of Business Proposals
- 3.2 Summarization: Identification of main and supporting/sub points, Presenting these in a cohesive manner
- 3.3 Tutorial Activities: Group Discussion, Brainstorming Sessions, Mock Interviews, Concept Mapping

Self -Learning Topics

Unit 1:1.1- Interview Skills: Group Discussion, Preparing for an Interview, Types of Interviews – Job, Appraisal, Grievance, Exit, Online

Unit 3:3.2- Summarization: Identification of main and supporting/sub points, Presenting these in a cohesive manner

Online Resources:

| |
|---|
| https://nptel.ac.in/courses/109/105/109105144/ (week 7&8) (Unit 1:1.1) |
| https://nptel.ac.in/content/storage2/courses/109104030/Module8/Lecture25.pdf ((Unit 1:1.1) |
| http://www.laspositascollege.edu/raw/summaries.php (Unit 3: 3.2) |
| https://nptel.ac.in/content/storage2/courses/121106007/Assignments/Assignment%201.pdf (Unit 3: 3.2) |

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth | 1980 |
| 2 | Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta | 1985 |
| 3 | Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Erlbaum Associates Hillsdale, NJ 1992 | 1992 |
| 4 | Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi | 1993 |
| 5 | How to Interview and be Interviewed by Brown, Michele and Gyles Brandreth, Sheldon Press, London | 1994 |
| 6 | The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books | 1994 |

| | | |
|----|--|-------|
| 7 | The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi | 1995 |
| 8 | Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi | 1999 |
| 9 | <i>Effective Academic Writing</i> by Savage, Alice . Oxford:OUP | 2005. |
| 10 | Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur | 2006 |
| 11 | Business Communication II by Muktha M. Jacob, Chippy S.Bobby, Shefali Naranje, Himalaya Publishing House | 2008 |
| 12 | "What Is Public Relations?" by Roos, Dave, SAGE. New York | 2014 |
| 13 | The Art of the Interview by James Storey, Create Space Publishing | 2016 |

Bachelor of Management Studies
Curriculum – First Year Undergraduate Programmes
Business Communication Course
for
BMS Programme
SEMESTER I

Objectives

By end of this course, students should be able to

1. To develop interpersonal skills that contributes to effective and satisfying personal, social and professional relationships
2. To learn formal verbal and non verbal communication as it plays a vital role in achievement of organisational goals
3. To gain knowledge regarding exchange of information both within internal and external parties of organisation for better understanding.
4. To study the latest techniques of communication for effective communication at workplace

Learning Outcomes

1. Identify various methods of communication and learn to apply it in business communication
2. Understand and demonstrate the use of basic and advanced writing techniques.
3. Discuss the impact of word choice and tone on a business message
4. Draft a résumé and a cover letter
5. Discuss effective interview strategies and prepare for common interview questions and Group Discussion

Detailed Syllabus

| Sr. No. | Modules/Units | No. of Lectures |
|---------|--|-----------------|
| 1. | <p style="text-align: center;">Theory of communication</p> <p>1.1 Concept of communication: Meaning definition, objectives, process, emergence and impact of technological advancements on communication 1.2 Channels of communication: formal and informal, vertical, horizontal, diagonal, grapevine 1.3 Methods and modes of communication: verbal and non- verbal 1.4 Barriers to communication: physical barriers, language barriers, socio-cultural barriers, psychological barriers 1.5 Listening: importance of listening skills, cultivating good listening skills</p> | 15 |
| 2 | <p style="text-align: center;">Written Communication</p> <p>2.1 Need and functions & Layouts of Business Letters 2.2 Business Letters - Letter of Application, Resume Writing ,Resignation Letters , Statement of purpose, 2.3 Summarization: identification of main and supporting points, presenting these in a cohesive manner 2.4 Interview Skills- Steps to prepare for an interview and Group Discussion</p> | 15 |
| 3. | <p style="text-align: center;">Oral Communication</p> <p>3.1 Meaning, Nature and Scope 3.2 Principles of Effective Oral communication 3.3 Techniques of Effective Speech 3.4 Effective Presentation Skills</p> | 15 |
| 4. | <p style="text-align: center;">Personality Enhancement:</p> <p>4.1 The art of Public Speaking 4.2 Voice modulation 4.3 Grooming 4.4 Personal Branding .</p> | 15 |

Self Learning Topics

| |
|---|
| 1.1 Concept of communication: impact of technological advancements on communication |
| 1.5 Listening: cultivating good listening skills |
| 2.3 Summarizations: identification of main and supporting points, presenting these in a cohesive manner |
| 2.4 Virtual Communication - Social Media Communication |
| 3.1 Meaning, Nature and Scope |
| 4.2 Voice modulation |

Online Resources

| |
|--|
| http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/196 (letter writing) |
| http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/196 (effective communication principles) |
| https://onlinecourses.nptel.ac.in/noc19_hs36/preview (personality enhancement) |
| https://onlinecourses.swayam2.ac.in/nou19_hs09/preview (listening and speaking) |
| https://nptel.ac.in/courses/109/104/109104031/ (barriers to communication) |

References

- Gupta, Anand Das (2010) Ethics, Business and Society: Managing Responsibly Response Books 32.Gupta, Dipankar (2006) Ethics Incorporated: Top Priority and Bottom Line Response Books
- Krevolin, Nathan (1983) Communication Systems and Procedures for Modern Office, Prentice Hall, New Jersey.
- Lesikar, Raymond V and Petit, John D.(1994) Business Communication: Theory and Application , Richard D. Irwin Inc. Illinois.
- Ludlow,Ron.(1995) The Essence of Effective Communication, Prentice , New Delhi.
- 36.M. Ashraf, Rizvi (2006) Effective Technical Communication Tata McGraw Hill
- Martson, John E. 1963) The Nature of Public Relations, McGraw Hill, New Delhi.
- Majumdar,P.K.(1992) Commentary on the Consumer protection Act, Prentice, New Delhi.
- McQuail, Denis (1975), Communication, Longman.
- Merrihue, William (1960) Managing by Communication, McGraw Hill, New York.
- 41.Mishra Rajiv K (2006) Code of Conduct for Managers Rupa Company
- Monippalli, M.M. (1997),The Craft of Business Letter Writing, T.M.H. New Delhi.

- Montagu,A and Matson , Floyd(1979) The Human Connection, McGraw Hill,New York.
- Murphy, Herta and Hilde Brandt, Herbert W (1984) Effective Business Communication, McGraw Hill, New York.
- Parry, John (1968) The Psychology of Human Communication.
- Parson, C.J. and Hughes (1970) Written Communication for Business Students, Great Britain.
- Peterson, Robert A and Ferrell, O.C (2005) Business Ethics: New Challenges for Business Schools and Corporate Leaders Prentice Hall of India Pvt., Ltd
- Phillip, Louis V. (1975) Organisational Communication- The Effective Management, Columbus Grid Inc Board of Studies-in-Accountancy, University of Mumbai51 | Page Reference Books
- Business Communication by J.K. Sinha, Galgotia Publishing House, Delhi
- Effective Communication in Business by Walf and Warner, Southern Western Publications Cine Innali, U.S.A.
- Today's Business Letter Writing by Avett Elizabeth Maynard, Prentice Hall, New Delhi

BMS Programme First Year

Semester II

**Under Choice Based Credit, Grading
and Semester System**

(To be implemented from Academic Year 2020-2021)

Section D

BUSINESS COMMUNICATION

Part 1- Preamble

The course on Business Communication provides a holistic view of communication process in organizations. The learners study organizational structure and their related information systems. The learners are introduced to the use of advanced technology in communication too. The syllabus will help them gain knowledge regarding modern forms and modes of communication. It helps learners to cope with the globalization and virtualization of information. The course teaches them to optimally utilize the available information on modern mode of communication

The course helps students to deal with competitive business environment in which firms are seeking to reconstruct their organizational structures. In depth knowledge regarding new management architectures through communication strategies is provided to the students. This course is designed to teach effective communication to the learners in English in professional contexts. The learners are expected to expand the vocabulary and improve their ability to write and speak in English. Learners will experience confidence boost in both social and professional setting and build meaningful relationships with peers. The course imparts interpersonal skills that is required for achieving success

The syllabus equips the learners to use specific terminology and skills that can be applied for business negotiations, reports, emails, conversations, interviews and presentations. The learners will be trained to be ready to step into industry as they gain necessary skills during the course. The topics also include techniques for writing essential business documents that is persuasive to both internal and external audience.

This course intends to facilitate a deeper understanding of communication and teach the learners the importance of working with team members in accomplishing goals at an individual and institutional level. Also, the learners will be able to apply their knowledge by critiquing real-world business scenarios at the workplace. There will be an opportunity for the learners to know ways to build consensus and resolve conflict in a business setting. The syllabus aims to make the learners globally competitive by introducing continuous evaluation system in Semester II. The course is divided into modules for concept of communication, business writing, corporate grooming and etiquette and personal enhancement. Students will have an opportunity to participate in activities that promotes self-awareness and awareness of others. The successful completion of course will help them enhance their ability to think and act creatively.

F.Y.B.M.S.

Business Communication

(INTERPERSONAL COMMUNICATION AND PERSONALITY ENHANCEMENT)
SEMESTER II

Course Objectives

1. To enhance interpersonal skills that contribute to satisfying personal, social and professional relationships
2. To gain knowledge about channels and methods of communication and learn their applications
3. To draft letters essential for business correspondence
4. To acquire skills to handle interview questions, conferences, group discussions and meetings

2. Process adopted for curriculum designing:

The initial draft of the syllabus was sent to the Board of Studies of the Department of English. The draft copy of the syllabus was sent through email to the team of academicians, experts from industry and research scholars. Multiple team meetings were held, where the experts shared their inputs that were gathered and incorporated into the final syllabus.

3. Salient features, how it has been made more relevant:

The Business Communication curriculum aims to develop oral and written skills that will enhance the learner's chances of employability. Culture-specific knowledge and advanced mode of communication is included so that students remain up-to-date with any development in business world. The syllabus incorporates communication tips and techniques that will enhance learner's articulation, expression and interpretation.

Keeping in tune with UGC norms, 4 lectures per division has been assigned for the course. A total number of 3 credits have been assigned for this paper. The internal assessment carries 40 marks while the external examination comprises of 60 marks. Therefore, the Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

4. Learning Outcomes

By the end of this course students would be able to:

1. Enhance listening, speaking, reading and writing skills to meet the challenges in the business environment
2. Understand the importance of communication methods and channels in order to successfully use them in professional settings
3. Understand and demonstrate the use of basic and advanced writing techniques

4. Confidently participate in meetings, conferences, interviews and group discussions

5. Input from stakeholders:

The recommendation of the experts from the industry were included, and modified in the proposed syllabus. The self-learning and internal assessment topics were revised according to the suggestions in the meeting. A topic in external syllabus business writing module was added and modification in corporate etiquette module was introduced in the syllabus keeping in mind the expectations of the corporate world.

Part 2 - The Scheme of Teaching and Examination

Semester – II

| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
|---------|----------------------------|--------------|---------|
| | | | |

First year Semester –II

Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45min) | | | | | Credits | Evaluation Scheme | | | | | Total Marks |
|---------|--------------|------------------------|---|-----|---|---|---|---------|-------------------|----|----|------|----|-------------|
| | | | units | S.L | L | T | P | | SLE | TA | CT | ASSE | | |
| | | Business Communication | 4 | 20% | 4 | 0 | 0 | 3 | 10 | 10 | 15 | 5 | 60 | 100 |

SL- Self learning, L-lecture, T- Tutorial, P- Practical, SLE – Self learning evaluation, TA-Teaching assessment, CT- class test, SEE -Semester end evaluation

| S.N | Subject code | Subject Unit Title | | Lectures | Total number of lectures | Credits | Total Marks |
|-----|--------------|--------------------|-----------------------------------|----------|--------------------------|---------|-------------|
| | | I | Theory of Communication | 15 | 60 | 3 | 100(60+40) |
| | | II | Corporate grooming and Etiquettes | 15 | | | |
| | | III | Personality Enhancement | 15 | | | |
| | | IV | Business Writing and language | 15 | | | |

First Year Semester – II

- **Lecture Duration – 48 Minutes (60 Lectures equivalent to 48 hours)**
- **One Credit = 16 hours**

Detailed Syllabus

| Sr. No. | Modules/Units | No. of Lectures |
|---------|---|-----------------|
| 1. | Theory of communication 1.1. Concept of Communication: meaning, definition, objectives, process, emergence and impact of technological advancements on communication 1.2. Channels of Communication: formal and informal, vertical, horizontal, diagonal, grapevine 1.3. Methods and Modes of Communication: verbal and non- verbal 1.4. Barriers to Communication: physical barriers, language barriers, socio-cultural barriers, psychological barriers 1.5. Listening: importance of listening skills, cultivating good listening skills | 15 |
| 2 | Corporate grooming and Etiquettes 2.1 Self-Management and Personality Development 2.2 Presentation: Principals of Effective Presentation, Effective use of various audio-visual aids 2.3 Interviews: Group Discussion, Types of Interviews, Preparing for an Interview 2.4 Meetings and Conferences: Need and Importance of Meetings and Conferences, Role of Chairperson and Participants, Drafting of Notice, Agenda and Resolutions | 15 |

| | | |
|----|--|----|
| | 2.5 Corporate Etiquette: Dining etiquette, Telephone etiquette, Office etiquette, Meeting etiquette, Business card etiquette | |
| 3. | <p>Personality Enhancement:</p> <p>The Art of Public Speaking: Overcoming Stage Fear</p> <p>3.2 Voice Modulation</p> <p>3.3 Personality Grooming: Personal Branding – Importance, Strategies, Steps to build powerful personal brand</p> <p>3.4 First Impression – Power of Personal Appearance</p> <p>3.5 Vocabulary Enhancement</p> | 15 |
| 4. | <p>Business writing and Language</p> <p>4.1 Theory of Business Letter Writing: Parts, Structure, Layout of Letters- (Full block, Modified Block, Semi- Modified Block)</p> <p>4.2 Resume Writing and Job Application Letter</p> <p>4.3 Personnel Correspondence: Statement of Purpose, Letter of Acceptance of Job-offer, Letter of Resignation, Letter of Appreciation, Letter under Right to Information Act (RTI)</p> <p>4.4 Reports: Parts, Types, Feasibility report, Investigative report</p> <p>4.5 Summarization: Identification of main and supporting sub points, Presenting these in a cohesive manner</p> <p>4.6 Email Writing</p> <p>4.7 Business Proposal</p> | 15 |

Self Learning Topics

| | |
|---|--|
| Impact of technological advancements on communication (Unit 1:1.1) | |
| Summarization: identification of main and supporting sub points, presenting these in a cohesive manner (Unit 4:4.5) | |
| Business Proposal (Unit 4: 4.7) | |

Online Resources

| | |
|--|--|
| https://files.eric.ed.gov/fulltext/ED557272.pdf (Unit 1:1.1) | |
| https://2020science.org/2009/04/07/communication-science-and-technology-in-a-connected-world/ (Unit 1:1.1) | |
| https://nptel.ac.in/content/storage2/courses/121106007/Assignments/Assignment%201.pdf (Unit 4:4.4) | |
| http://www.laspositascollege.edu/raw/summaries.php (Unit 4:4.5) | |
| https://www.youtube.com/watch?v=-zgKOguRrRs (Unit 4: 4.5) | |
| https://youtu.be/mozVzcNZMG0 (Unit 4: 4.7) | |

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth | 1980 |
| 2 | Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta | 1985 |
| 3 | Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Eribaum Associates Hillsdale, NJ 1992 | 1992 |
| 4 | Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi | 1993 |
| 5 | How to Interview and be Interviewed by Brown, Michele and Gyles Brandreth, Sheldon Press, London | 1994 |
| 6 | The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books | 1994 |
| 7 | The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi | 1995 |
| 8 | Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi | 1999 |
| 9 | <i>Effective Academic Writing</i> by Savage, Alice . Oxford:OUP | 2005. |
| 10 | Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur | 2006 |
| 11 | Business Communication II by Muktha M. Jacob, Chippy S.Bobby, Shefali Naranje, Himalaya Publishing House | 2008 |
| 12 | "What Is Public Relations?" by Roos, Dave, SAGE. New York | 2014 |
| 13 | The Art of the Interview by James Storey, Create Space Publishing | 2016 |

BUSINESS COMMUNICATION

Curriculum – First Year Undergraduate Programs

BBI and BFM

Semester-I

2020-2021

Section D

BUSINESS COMMUNICATION

Part 1 - Preamble

Communication encompasses multiple aspects of a complex process. It assumes different forms and is embedded in everything one does as an individual or as part of a social structure. The Course on **Business Communication** for the **First Year BBI and BFM** learners, thus, encapsulates and expounds the subtleties of the process of communication. The development of interpersonal skills that accord the essential and fulfilling personal, social and professional relationships to the learners is also targeted by this Course. An appropriate apprehension of the verbal and non-verbal cues used in communication largely assists the accomplishment of one's goals. Business Communication facilitates this understanding to the learners through a detailed inquiry in this area of study. Since communication is the key for all business ventures, the focus of this Course is on building proficiency in the learners on the diverse modus operandi of exchange of information both within and outside an organization.

Today, technology and business communication go hand in hand. Transferring an unerring understanding of the latest digital equipment and techniques used for effective communication to the learners forms a major objective of this subject.

Identification and application of varied methods of communication prevalent in the business environment, thorough comprehension of the use of basic and advanced writing techniques, knowhow of the nuances of spoken communication especially in the corporate world by the learners are some of the foremost desired outcomes, post the successful completion of this Course.

An overall personality growth of the learners with acute focus on the blooming of listening, speaking, reading and writing skills, of paramount significance to the learners in their private, public and more so, in their professional life, forms the prime intention of this Course.

F.Y.B.B.I. and F.Y.B.F.M.
SEMESTER I
Business Communication

Course Objectives

1. To help learners develop interpersonal skills that contribute to effective and satisfying personal, social and professional relationships
2. To facilitate understanding of the nuances of verbal and non-verbal communication as it plays a vital role in the accomplishment of organisational goals
3. To impart knowledge regarding exchange of information both within and outside the organisation.
4. To upskill learners with the use of the latest digital tools and techniques to facilitate effective communication at workplace

Process adopted for Curriculum Designing:

The syllabus was initially drafted and sent to the Board of Studies of the Department of English. A draft copy of the syllabus was then sent to academicians, experts from industry and research scholars through emails and their inputs were gathered through meetings. These valuable inputs were deliberated and incorporated into the final syllabus.

Salient Features, how it has been made more relevant:

The curriculum focuses on the theoretical as well as practical aspects of Communication in general and Business Communication in particular. The curriculum aims to pay special attention towards listening, spoken and written communication skills which are essential in today's business world. A combination of lectures and personalized attention during tutorials would contribute towards making students confident orators possessing wide vocabulary and exceptional writing skills.

Keeping in tune with UGC norms, 4 lectures per division has been assigned for the course. A total number of 3 credits have been assigned for this paper. The internal assessment carries 40 marks while the external examination comprises of 60 marks. Therefore, the Internal

(formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

Learning Outcomes:

On completing this course, the learners would be able to:

1. Identify various methods of communication and learn to apply them in business communication
2. Understand and demonstrate the use of basic and advanced writing techniques
3. Analyse the impact of word choice and tone of a business message
4. Draft a Covering Letter and a Résumé
5. Discuss effective interview strategies and prepare for common interview questions and Group Discussion

Input from stakeholders:

The experts from the industry & academia suggested topics which could be deleted, added or modified in the proposed syllabus. According to these suggestions, the topics for the syllabus, tutorial activities, self-learning & internal assessments were finalized.

Part 2 - The Scheme of Teaching and Examination

Semester – I

| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
|---------|----------------------------|--------------|---------|
| | | | |

First year Semester -I Internal and External Assessment Details

| S. N | Subject Code | Subject Unit Title | | Lectures | Total No. of Lectures | Credit | Total Marks |
|------|--------------|--------------------|----------------------------------|----------|-----------------------|--------|----------------|
| | | I | THEORY OF COMMUNICATION | 15 | 60 | 3 | 100 (60+40) |
| | | II | CORPORATE GROOMING AND ETIQUETTE | 15 | | | |
| | | III | PERSONALITY ENHANCEMENT | 15 | | | |
| | | IV | WRITING SKILLS | 15 | | | |

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 48 min) | | | | | | Credit | Evaluation Scheme | | | | | Total Marks |
|---------|--------------|------------------------|---------------------------------------|------|---|---|---|-----|--------|-------------------|----|----|-----|------------|-------------|
| | | | Units | S.L. | L | T | P | SLE | | TA | CT | AP | SEE | | |
| | | Business Communication | 4 | 20% | 4 | 0 | 0 | 3 | 10 | 10 | 15 | 05 | 60 | 100(60+40) | |

SL- Self learning, L-lecture, T- Tutorial, P- Practical, SLE – Self learning evaluation, TA-Teaching assessment, CT- class test, SEE -Semester end evaluation

- **Lecture Duration – 48 Minutes (60 Lectures equivalent to 48 hours)**
- **One Credit = 16 classroom teaching hours**

Part 3: Detailed Scheme

I Year Semester – I Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture of the respective UNIT.

Business Communication (Total Lectures: 60)

| Sr. No. | Modules/Units | No. of Lectures |
|---------|--|-----------------|
| 1. | <p>Unit 1 - THEORY OF COMMUNICATION</p> <p>1.1 Concept of Communication: Meaning, Definitions, Objectives, Process, Feedback, Emergence and Impact of Technological Advancements on Communication</p> <p>1.2 Channels of Communication: Intrapersonal, interpersonal, formal and informal, vertical, horizontal, diagonal, grapevine</p> <p>1.3 Objectives of Communication: Information, Motivation, Order, Education & Training, Suggestion, Counselling Persuasion, Warning</p> <p>1.4 Methods and Modes of Communication: Verbal and Non- Verbal: Body Language - Posture, Gestures, Expressions, Dress and Appearance; Grooming, Space and Proxemics</p> <p>1.5 Barriers to Communication: Physical barriers, Language barriers, Socio-cultural barriers, Psychological barriers, Technological barriers</p> <p>1.6 Listening: Importance of listening skills, Cultivating good listening skills</p> | 15 |
| 2 | <p>Unit 2 - CORPORATE GROOMING AND ETIQUETTE:</p> <p>2.1 Powerful Speaking, Self-Management and Personality Management</p> <p>2.2 Presentation: Principles of Effective Presentation, Effective use of various audio-visual aids</p> <p>2.3 Objectives of Presentation – 3 W’s – Why, What, Who –Structuring the Presentation -Verbal (spoken & written) and Visual Skills</p> | 15 |

| | | |
|----|--|-----------|
| | <p>2.4 Interviews: Types of Interviews, Group Discussion, Preparing for an Interview</p> <p>2.5 Meetings and Conferences: Need and Importance of Meetings and Conferences, Role of Chairperson and Participants, Drafting Notice, Minutes, Agenda and Resolutions</p> <p>2.6 Corporate Etiquette: Dining Etiquette, Telephone Etiquette, Office Etiquette, Meeting Etiquette</p> | |
| 3. | <p>Unit 3 - PERSONALITY ENHANCEMENT:</p> <p>3.1 The Art of Public Speaking: Overcoming Stage Fear</p> <p>3.2 Voice Modulation</p> <p>3.3 Personality Grooming: Personal Branding – Importance, Strategies, Steps to build powerful personal brand</p> <p>3.4 First Impression – Power of Personal Appearance</p> <p>3.5 Vocabulary Enhancement</p> | 15 |
| 4. | <p>Unit 4 - WRITING SKILLS:</p> <p>4.1 Theory of Business Letter Writing: Parts, Structure, Layout of Letters- (Full block, Modified Block, Semi- Modified Block)</p> <p>4.2 Job Application Letter and Resume Writing</p> <p>4.3 Personnel Correspondence: Statement of Purpose, Letter of Acceptance of Job-offer, Letter of Resignation, Letter of Appreciation, Letter under Right to Information Act (RTI)</p> <p>4.3 Reports: Types - Feasibility Report, Investigative Report</p> <p>4.4 Summarization: Identification of main and supporting sub-points, presenting these in a cohesive manner</p> | 15 |
| | TOTAL | 60 |

Self- Learning Topics

| Unit | Topics |
|------|--|
| 1 | Impact of Technological Advancements on Communication: Types – Internet, Blogs, E-Mail, Social Media – Facebook, Twitter, WhatsApp (Unit 1, 1.1) |
| 2 | Corporate Etiquette - Dining Etiquette, Telephone Etiquette, Office Etiquette, Meeting Etiquette (Unit 2, 2.6) |
| 3 | Summarization: Identification of main and supporting points, presenting these in a cohesive manner (Unit 4, 4.4) |

Online Resources

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|---|
| https://www.msuniv.ac.in/images/academic/academic_affairs/Chapter%20-%207.pdf (Unit 1, 1.1) |
| https://nptel.ac.in/content/storage2/courses/109104030/Module9/Lecture29.pdf (Unit 2, 2.6) |
| https://www.youtube.com/watch?v=-zgKOguRrRs (Unit 4, 4.4) |

Evaluation Pattern

The performance of the learners shall be evaluated into two components viz. by Internal Assessment with 40% marks in the first component and by conducting the Semester End Examinations with 60% marks as the second component.

The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:

A) Internal Assessment – 40 Marks

1. One class test/online examination to be conducted in given semester 15 Marks
2. One assignment/ project based on curriculum (to be assessed by the teacher concerned) 10 Marks
3. Self- Learning and evaluation 10 Marks
4. Active participation in routine class instructional deliveries 05 Marks

B) Semester End Examinations – 60 Marks

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Organisational Communication- The Effective Management, Columbus Grid Inc Board of Studies-in-Accountancy, Phillip, Louis V., University of Mumbai51 Page Reference Books | 1975 |
| 2 | The Human Connection, Montagu,A and Matson , Floyd, McGraw Hill,New York. | 1979 |
| 3 | Communication Systems and Procedures for Modern Office, Krevolin, Nathan, Prentice Hall, New Jersey | 1983 |
| 4 | Effective Business Communication, Murphy, Herta and Hilde Brandt, Herbert W, McGraw Hill, New York | 1984 |
| 5 | Business Communication: Theory and Application, Lesikar, Raymond V and Petit, John D | 1994 |
| 6 | The Essence of Effective Communication, Richard D. Irwin Inc. Illinois. Ludlow,Ron Prentice , New Delhi | 1995 |
| 7 | The Craft of Business Letter Writing, Monippalli, M.M., T.M.H. New Delhi. | 1997 |
| 8 | Business Ethics: New Challenges for Business Schools and Corporate Leaders, Peterson, Robert A and Ferrell, O.C, Prentice Hall of India Pvt., Ltd | 2005 |
| 9 | Code of Conduct for Managers, Mishra Rajiv K, Rupa Company | 2006 |
| 10 | Effective Technical Communication, 36.M. Ashraf, Rizvi Tata McGraw Hill | 2006 |
| 11 | Ethics Incorporated: Top Priority and Bottom Line, Dipankar, Response Books • Krevolin, | 2006 |
| 12 | Ethics, Business and Society: Managing Responsibly, Gupta, Anand Das Response Books | 2010 |

Bachelor of Management Studies

&

Bachelor of Accounts & Finance

Curriculum – First Year Undergraduate Programmes

Business Communication Course

for

BMS & BAF Programme

First Year

Semester II

**Under Choice Based Credit, Grading
and Semester System**

(To be implemented from Academic Year 2020-2021)

F.Y.B.M.S. & F.Y.B.A.F.

Business Communication

(INTERPERSONAL COMMUNICATION AND PERSONALITY ENHANCEMENT)
SEMESTER II

Course Objectives

5. To enhance interpersonal skills that contribute to satisfying personal, social and professional relationships
6. To gain knowledge about channels and methods of communication and learn their applications
7. To draft letters essential for business correspondence
8. To acquire skills to handle interview questions, conferences, group discussions and meetings

Learning Outcomes

By the end of this course students would be able to:

5. Enhance listening, speaking, reading and writing skills to meet the challenges in the business environment
6. Understand the importance of communication methods and channels in order to successfully use them in professional settings
7. Understand and demonstrate the use of basic and advanced writing techniques
8. Confidently participate in meetings, conferences, interviews and group discussions

Part 2 - The Scheme of Teaching and Examination

Semester – II

| | | | |
|---------|----------------------------|--------------|---------|
| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
| | | | |

First year Semester –II Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 48 min) | | | | | Credits | Evaluation Scheme | | | | | Total Marks |
|---------|--------------|------------------------|--|-----|---|---|---|---------|-------------------|----|----|----|-----|----------------|
| | | | units | S.L | L | T | P | | SLE | TA | CT | AP | SEE | |
| | | Business Communication | 4 | 20% | 4 | 0 | 0 | 3 | 10 | 10 | 15 | 5 | 60 | 100 (60+40) |

SL- Self learning, L-lecture, T- Tutorial, P- Practical, SLE – Self learning evaluation, TA-Teaching assessment, CT- class test, SEE -Semester end evaluation

First Year Semester – II

| S.N | Subject code | Subject Unit Title | | Lectures | Total number of lectures | Credits | Total Marks |
|-----|--------------|--------------------|----------------------------------|----------|--------------------------|---------|-------------|
| | | I | Theory of Communication | 15 | 60 | 3 | 100(60+40) |
| | | II | Corporate Grooming and Etiquette | 15 | | | |
| | | III | Personality Enhancement | 15 | | | |
| | | IV | Business Writing and Language | 15 | | | |

- **Lecture Duration – 48 Minutes (60 Lectures equivalent to 48 hours)**
- **One Credit = 16 classroom teaching hours**

Detailed Syllabus

| Sr. No. | Modules/Units | No. of Lectures |
|---------|--|-----------------|
| 1. | <p>Theory of Communication</p> <p>1.1 Concept of Communication: meaning, definition, objectives, process, emergence and impact of technological advancements on communication</p> <p>1.2 Channels of Communication: formal and informal, vertical, horizontal, diagonal, grapevine</p> <p>1.3 Methods and Modes of Communication: verbal and non- verbal</p> <p>1.4 Barriers to Communication: physical barriers, language barriers, socio-cultural barriers, psychological barriers</p> <p>1.5 Listening: importance of listening skills, cultivating good listening skills</p> | 15 |
| 2 | <p>Corporate Grooming and Etiquette</p> <p>2.6 Self-Management and Personality Development</p> <p>2.7 Presentation: Principals of Effective Presentation, Effective use of various audio-visual aids</p> <p>2.8 Interviews: Group Discussion, Types of Interviews, Preparing for an Interview</p> <p>2.9 Meetings and Conferences: Need and Importance of Meetings and Conferences, Role of Chairperson and Participants, Drafting of Notice, Agenda and Resolutions</p> <p>2.10 Corporate Etiquette: Dining etiquette, Telephone etiquette, Office etiquette, Meeting etiquette, Business card etiquette</p> | 15 |

| | | |
|----|--|----|
| | | |
| 3. | <p>Personality Enhancement:</p> <p>3.1 The Art of Public Speaking: Overcoming Stage Fear</p> <p>3.2 Voice Modulation</p> <p>3.3 Personality Grooming: Personal Branding – Importance, Strategies, Steps to build powerful personal brand</p> <p>3.4 First Impression – Power of Personal Appearance</p> <p>3.5 Vocabulary Enhancement</p> | 15 |
| 4. | <p>Business Writing and Language</p> <p>4.1 Theory of Business Letter Writing: Parts, Structure, Layout of Letters- (Full block, Modified Block, Semi- Modified Block)</p> <p>4.2 Resume Writing and Job Application Letter</p> <p>4.3 Personnel Correspondence: Statement of Purpose, Letter of Acceptance of Job-offer, Letter of Resignation, Letter of Appreciation, Letter under Right to Information Act (RTI)</p> <p>4.4 Reports: Parts, Types, Feasibility report, Investigative report</p> <p>4.5 Summarization: Identification of main and supporting sub points, Presenting these in a cohesive manner</p> <p>4.6 Email Writing</p> <p>4.7 Business Proposal</p> | 15 |

Self-Learning Topics

| |
|---|
| Impact of technological advancements on communication (Unit 1:1.1) |
| Summarization: identification of main and supporting sub points, presenting these in a cohesive manner (Unit 4:4.5) |
| Business Proposal (Unit 4: 4.7) |

Online Resources

| |
|--|
| https://files.eric.ed.gov/fulltext/ED557272.pdf (Unit 1:1.1) |
| https://2020science.org/2009/04/07/communication-science-and-technology-in-a-connected-world/ (Unit 1:1.1) |

<https://nptel.ac.in/content/storage2/courses/121106007/Assignments/Assignment%201.pdf>

(Unit 4:4.4)

<http://www.laspositascollege.edu/raw/summaries.php> (Unit 4:4.5)

<https://www.youtube.com/watch?v=-zgKOguRrRs> (Unit 4: 4.5)

<https://youtu.be/mozVzcNZMG0> (Unit 4: 4.7)

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth | 1980 |
| 2 | Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta | 1985 |
| 3 | Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Eribaum Associates Hillsdale, NJ 1992 | 1992 |
| 4 | Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi | 1993 |
| 5 | How to Interview and be Interviewed by Brown, Michele and Gyles Brandreth, Sheldon Press, London | 1994 |
| 6 | The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books | 1994 |
| 7 | The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi | 1995 |
| 8 | Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi | 1999 |
| 9 | <i>Effective Academic Writing</i> by Savage, Alice . Oxford:OUP | 2005. |
| 10 | Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur | 2006 |
| 11 | Business Communication II by Muktha M. Jacob, Chippy S.Bobby, Shefali Naranje, Himalaya Publishing House | 2008 |
| 12 | "What Is Public Relations?" by Roos, Dave, SAGE. New York | 2014 |
| 13 | The Art of the Interview by James Storey, Create Space Publishing | 2016 |

Bachelor of Arts

Curriculum – First Year Undergraduate Programmes

B Voc

Business Communication Course

For the

BVOC Programme

First Year

Semester I

SECTION D
BUSINESS COMMUNICATION
PART-1 Preamble

The Business Communication syllabus is an attempt to enhance proficiency in language. It will also help the learners internalise the techniques to professional success by understanding workplace culture. The syllabus helps learners to effectively articulate business ideas to audiences from diverse background.

The learners are expected to understand the communication concepts in this course. The topics impart knowledge regarding language and nonverbal communication. Hence, learners will be aware about the need to convey desired meanings in face-to-face and remote professional relationships. The learners are expected to know written communication used in a professional setting. Hence, they learn to draft essential business documents and have the opportunity to practice written communication. They can draft documents needed for job application with much ease. The learners will be confident as they attempt mock interview , meetings and conferences under guidance of their teachers as a part of the curriculum.

After the completion of the course, the learners will value the needed for impactful oral presentations in front of an audience. They will understand the importance of everyday practice. The personality enhancement section is also a part of the syllabus as it is a key to achieve long and short-term business goals. In this course, the learners are equipped with techniques and tips regarding business communication that is direct, concise and convincing to the receiver. The course also emphasises on the fact that communication is not only helpful in sharing thoughts and ideas but also essential in achieving objectives and becoming more successful. Hence, the learners are expected to apply the concepts and lessons learnt from the course in business communication.

The course is taught in Semester I and primarily focuses on concept of communication, business writing, presentation skills and personality enhancement. The objective is to help the learners develop good relationships with colleagues and customers. Hence, the learners must take away strong communication skills tips and techniques and make themselves valuable members in any team.

1. Course Objectives

1. To understand the relevance of presenting the messages with an intent of persuading or informing the audience
2. To study types of obstacles in communication and the way it hinders the chances of personal and professional success
3. To recall the importance of listening effectively and identify the difference between hearing and listening
4. To learn Public Speaking and maintain interpersonal relationships with people in the business environment

2. Process adopted for curriculum designing:

The syllabus was initially framed by internal members and sent to the Board of Studies of the Department of English. Multiple meetings were held with the team of academicians, experts from industry and research scholars. After discussion regarding theory and practical components of the syllabus personally, via email, via messages, the changes in the syllabus were incorporated.

3. Salient features:

The curriculum is designed to enhance theoretical as well as practical knowledge in Communication. Special care has been taken while designing the syllabus as it aims to balance oral and written communication skills topics tailored according to the need of industry. A combination of lectures providing knowledge regarding communication concepts and its application would contribute towards making learners confident orators, having a wide vocabulary and excellent writing skills.

Keeping in tune with UGC norms, 4 lectures per division has been assigned for the course. A total number of 4 credits have been assigned for this paper. The internal assessment carries 40 marks while the external examination comprises of 60 marks. Therefore, the Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

4. Learning Outcome

By the end of this course students would be able to:

1. Understand the importance of effective communication to achieve the desired goals
2. Overcome barriers that arise during the communication process
3. Understand that genuine listening can build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy
4. Understand and demonstrate the use of basic and advanced writing techniques

5. Input from stakeholders:

There were modifications suggested by the internal and external experts to make the syllabus holistic and relevant to the needs of the industry. A topic was added in the external syllabus in the Presentation Skills module and also the self-learning topics were revised keeping in mind the difficulty level of the students.

Part 2 - The Scheme of Teaching and Examination

Semester – I

| | | | |
|---------|----------------------------|--------------|---------|
| Sr. No. | Choice Based Credit System | Subject Code | Remarks |
| | Business Communication | UH-FBV-101 | |

First year Semester –I Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45min) | | | | | | Credits | Evaluation Scheme | | | | | Total Marks |
|---------|--------------|------------------------|---|-----|---|---|---|-----|---------|-------------------|----|----|-----|--------------|-------------|
| | | | units | S.L | L | T | P | SLE | | TA | CT | AP | SEE | | |
| | UH-FBV-101 | Business Communication | 4 | 20% | 4 | 0 | 0 | 4 | 10 | 10 | 15 | 5 | 60 | 100 60+40 | |

SL- self learning, L-lecture, T- Tutorial, P- Practical, SLE – self learning evaluation, TA-Teaching assessment, CT- class test, SEE semester end evaluation

| S.N | Subject code | Subject Unit Title | | Lectures | Total number of lectures | Credits | Total Marks |
|-----|--------------|--------------------|-------------------------------|----------|--------------------------|---------|-------------|
| | | I | Theory of Communication | 15 | 60 | 4 | 100(60+40) |
| | | II | Business Writing and language | 15 | | | |
| | | III | Presentation Skills | 15 | | | |
| | | IV | Personality Enhancement | 15 | | | |
| | | | | | | | |

First year Semester –I

Lecture duration – 1 hour

One credit – 15 hours

Detailed Syllabus

| Sr. No. | Modules/Units | No. of Lectures |
|---------|---|-----------------|
| 1. | <p style="text-align: center;">Theory of communication</p> <p>1.1 Concept of Communication: Meaning, definition, objectives, process, emergence and impact of technological advancements on communication</p> <p>1.2 Channels of Communication: formal and informal, vertical, horizontal, diagonal, grapevine</p> <p>1.3 Methods and Modes of Communication: Verbal and Non- Verbal</p> <p>1.4 Barriers to Communication: Physical barriers, Language barriers, Socio-Cultural barriers, Psychological barriers</p> <p>1.5 Listening: Importance of listening skills, cultivating good listening skills</p> | 15 |
| 2 | <p style="text-align: center;">Business Writing and Language</p> <p>2.1 Theory of Business Letter Writing: Parts, Structure, Layout of Letters- (Full block, Modified Block, Semi- Modified Block)</p> <p>2.2 Business Letters - Letter of Job Application, Resume Writing, Resignation Letter, Statement of Purpose</p> <p>2.3 Summarization: identification of main and supporting points, presenting these in a cohesive manner</p> <p>2.4 Business Proposals</p> | 15 |
| 3. | <p style="text-align: center;">Presentation Skills</p> <p>3.1 Meaning, Nature and Scope</p> <p>3.2 Principles of Effective Oral communication</p> <p>3.3 Techniques of Effective Speech</p> <p>3.4 Effective Presentation Skills</p> <p>3.5 Interview Skills and Group Discussion- Strategies to prepare for Selection interview and Group Discussion</p> | 15 |
| 4. | <p style="text-align: center;">Personality Enhancement</p> <p>4.1 The Art of Public Speaking</p> <p>4.2 Voice Modulation</p> <p>4.3 Grooming</p> <p>4.4 Personal Branding</p> | 15 |

Self Learning Topics

| |
|---|
| Emergence and impact of technological advancements on communication (Unit 1:1.1) |
| Summarization: identification of main and supporting points, presenting these in a cohesive manner (Unit 2:2.3) |
| Business Proposals (Unit 2:2.4) |

Online Resources

| |
|--|
| https://files.eric.ed.gov/fulltext/ED557272.pdf (Unit 1:1.1) |
| https://2020science.org/2009/04/07/communication-science-and-technology-in-a-connected-world/ (Unit 1:1.1) |
| https://nptel.ac.in/content/storage2/courses/121106007/Assignments/Assignment%201.pdf (Unit 2:2.3) |
| http://www.laspositascollege.edu/raw/summaries.php (Unit 2:2.3) |
| https://www.youtube.com/watch?v=-zgKOGuRrRs (Unit 2:2.3) |
| https://youtu.be/mozVzcNZMG0 (Unit 2:2.4) |

Reference Books:

| Sr. No. | Title Author/s Publisher | Edition Year |
|---------|---|--------------|
| 1 | Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth | 1980 |
| 2 | Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta | 1985 |
| 3 | Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Eribaum Associates Hillsdale, NJ 1992 | 1992 |
| 4 | Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi | 1993 |
| 5 | How to Interview and be Interviewed by Brown, Michele and Gyles Brandreth, Sheldon Press, London | 1994 |
| 6 | The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books | 1994 |
| 7 | The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi | 1995 |
| 8 | Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi | 1999 |
| 9 | <i>Effective Academic Writing</i> by Savage, Alice . Oxford:OUP | 2005. |
| 10 | Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur | 2006 |
| 11 | Business Communication II by Muktha M. Jacob, Chippy S.Bobby, Shefali Naranje, Himalaya Publishing House | 2008 |
| 12 | "What Is Public Relations?" by Roos, Dave, SAGE. New York | 2014 |
| 13 | The Art of the Interview by James Storey, Create Space Publishing | 2016 |

Section D
Bachelor of Arts
Syllabus for F.Y.B.A
Program: B.A.

Course: Communication Skills in English
(Core Paper)

Part 1 - Preamble

Information, Dialogue, and Discourse: All three are needed in a civilized society. While, to an extent, the art of communication is natural to all human beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will perceive a difference in their personal and professional interactions and learn application of effective communication skills in different domains.

Communication Skills syllabus is an attempt to enhance language proficiency by providing adequate exposure to listening, speaking, reading, and writing skills. It takes an integrated approach to the appropriate use of language in different situations and for different purposes.

An attempt has been made to introduce topics that emphasize the development of language skills and encourage effective communication of thoughts, ideas and expressions. The syllabus would contribute to the intellectual, personal, and vocational development of the students in an orderly manner. The course seeks to help students excel in the efficient and effective use of communication skills across different situations. Overall, the course will make the learners employable with enhanced soft skills.

These topics will be explored through debates, group discussions, speeches; comparison, and contrast, students will learn accurate use of language for effective oral and written communication. Students will learn to create texts that are coherent, cohesive, balanced, convincing, and interesting.

The course is divided into two semesters: Semester - I will primarily focus on remedial grammar, reading skills, writing skills in the form of Correspondence and Essays, and Interpretation of data. Semester II introduces students to advanced writing skills. The students through this course will navigate the digital information landscape and gain critical skills of email writing, editing, summarizing, report writing, and creative writing. The concepts discussed throughout the year can be applied to learn other subjects as well.

The curriculum tries to encourage students toward self-learning. Some of the topics have been identified for them to learn through the various online resources launched by the University Grants Commission (UGC) along with the Ministry of Education. The same topics will be used

for discussions in the classroom. They will be assessed using short assignments based on those materials.

We hope that the course content will help students navigate their career in the right direction and set them on the path towards success in professional life.

1. Course Objectives: The main objectives of the course are:

- To enhance language proficiency by providing adequate exposure to reading and writing skills
- To orient the learners towards various communication tasks
- To increase the range of lexical resource through a variety of exercises

2. Process adopted for Curriculum Designing:

A syllabus framing committee, with representatives of various stakeholders was constituted. Multiple online meetings were held. The draft copy of the syllabus was sent to the committee members through e-mail. After discussion and deliberations with the members, in meetings and via mail, the syllabus was finalised. Input of subject experts, particularly of literature industry was taken into account.

3. Salient features and how the syllabus has been made more relevant:

Communication Skills in English course at the entry level Graduation Programme includes theoretical and tutorial components. The course has four units and 20% self-learning component. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

Effective Communication skills in English is a powerful tool in the current employment environment. Students would learn to articulate their thoughts in a clear and concise manner that will allow their ideas to be better understood by the receivers. The course will help to improve their writing skill by enabling them to select and use appropriate formats for the audience, use the correct medium and adjust their writing style accordingly.

The syllabus is made for interactive learning using tutorials and learner centred methods such as worksheets and role play. Upon completing this course the learners will be able to communicate effectively in various styles and registers.

The course would give the students the option to develop skills in areas which have direct relevance to employability such as teacher/educator, content writer and editor.

4. Learning Outcomes:

On successful completion of the course learners are expected -

- To imbibe English grammar and Listening, Speaking, Reading and Writing skills to meet the challenges of the world.
- To be able to process complex information with clarity and conciseness.

5. Input from stakeholders:

The experts from the industry & academia suggested topics which could be deleted, added or modified in the proposed syllabus. According to these suggestions, the topics for the syllabus, tutorial activities, self-learning & internal assessments were finalized. Suggestions to provide online self-learning links and to include review writing were incorporated.

Part 2 - The Scheme of Teaching and Examination

Semester – I

| Sr. No. | Choice Based Credit System | Subjects | | Subject Code | Remarks |
|---------|----------------------------|---|--------|---|---------|
| 1 | BA- English | FYBA- Communication Skills in English –Paper- I and Paper - II | Theory | UH : UACSE-101 UH: UACSE-201 | |

First year Semester-I Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45 min) | | | | | Credits | Evaluation Scheme | | | | | Total Marks | |
|----------------------|------------------------|---|--|-------|---|---|---|-----------|--------------------|----|----|-------|-----|-------------|-----|
| | | | Units | S.L.* | L | T | P | | SLE | TA | CT | Proj. | SEE | | PE |
| 1 | UH : UACSE -101 | Communication Skills in English – Paper I | 5 | 20 % | 3 | 1 | 0 | 3 | 10 | 05 | 15 | 10 | 60 | 0 | 100 |
| 2 | UH: UACSE-201 | Communication Skills in English – Paper II | 5 | 20% | 3 | 1 | 0 | 3 | 10 | 05 | 15 | 10 | 60 | 0 | 100 |
| Total Credits | | | | | | | | 06 | Total Marks | | | | | 200 | |

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

L: Lecture, T: Tutorials, P: Practical, Ct-Core Theory, CP-Core Practical, CT-Class Test, TA-Teacher Assessment, SLE : Self Learning Evaluation, Proj : Project/Assignment, PE : Practical Evaluation, SEE: Semester end examination

- **Lecture Duration – 50 Minutes**
- **One Credit = 15 Classroom Teaching hours**

Part 3: Detailed Scheme Theory

FYBA

Communication Skills in English – Paper-I

I Year - Semester – I - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

| | | |
|---------------|---------------------|---|
| Theory | UH:UACSE-101 | Semester One: Communication Skills in English – Paper-I |
| | | Credits: 03 (Total Lectures: 45) |

| | | |
|------------------|--|------------------------|
| Unit –I | Basic Language Skills: Grammar a) Articles, prepositions, conjunctions b) Transformation of Sentences (Simple, Compound, Complex) c) Tenses d) Subject-Verb agreement e) Question Tags f) Direct and Indirect Speech g) Voice | 09 Lectures |
| Unit – II | Reading Skills: Comprehension (unseen passage) | 09 Lectures |
| | The following skills to be acquired: <ul style="list-style-type: none"> • Reading with fluency and speed • Skimming and scanning • Identifying relevant information • Isolating fact from opinion • Understanding concepts and arguments • Identifying distinctive features of language (Passage should be of 250-350 words of Level I. The passage may be taken from literary/scientific/technical writing as well as from the fields of journalism, management and commerce.) | |
| Unit- III | Writing Skills (Formal Correspondence): Letters | 09 lectures |
| | a) Job Application Letter (without Resume) b) Statement of Purpose | |

| | | |
|-----------------|---|--------------------|
| | c) Request for Recommendation Letter d) Request for information under Right to Information Act (RTI) | |
| Unit: IV | Interpretation of Technical Data: Students should be taught to read and interpret maps, pie charts, tables, line and bar graphs and flow charts and express the same in paragraph format. | 09 Lectures |
| | | |
| Unit: V | Writing Skills: Essay: a. Expository b. Persuasive c. Analytical d. Reflective/Descriptive | 09 Lectures |

20% Self-Learning Segment

| | |
|--|---|
| | Topics |
| | <ul style="list-style-type: none"> • RTI Letters, Request Letters, Reading Comprehension Passages etc. – Unit- III <p>Links :</p> <ul style="list-style-type: none"> • https://nptel.ac.in/courses/109/107/109107172/ - Unit-IV • https://onlinecourses.swayam2.ac.in/nou20_hs09/preview - Unit- II |

Suggested Topics for Tutorials: (Semester – I)

1. Group Discussions
2. Mock Interviews
3. Fundamentals of Grammar
4. Debates / Speeches
5. Book / Film Reviews
6. Vocabulary and Language Games
7. Picture Composition
8. Tweets

| | | |
|----------------|--|--------------|
| | First Semester | |
| | Internal Evaluation of 40 Marks | |
| Sr. No. | Particulars | Marks |

| | | |
|---|--|----------|
| 1 | ONE class test / online examination to be conducted in the given semester | 15 Marks |
| 2 | One assignment based on curriculum (to be assessed by the teacher Concerned) | 10 Marks |
| 3 | Self-Learning Evaluation | 10 Marks |
| 4 | Active participation in routine class instructional deliveries | 05 Marks |

| | |
|---|--|
| Project & Assignments for Internal Evaluation | |
| <ul style="list-style-type: none"> • Case Studies • Blogs • Presentation • Any other innovative methods | |

| | | |
|----------------------------|---|---------------------------|
| Evaluation Pattern: | First Semester End Examination of 60 Marks | Duration : 2 Hours |
|----------------------------|---|---------------------------|

| | | |
|------------|---|----------|
| Question 1 | MCQS on Grammar: Unit – I | 15 Marks |
| Question 2 | Comprehension of an unseen passage (Unit 2) | 15 Marks |
| Question 3 | a) Letters (1 out of 2) (Unit 3) | 08 Marks |
| | b) Data Interpretation (Unit- 4) | 07 Marks |
| Question 4 | Essay (250-350 words) (1 out of 2) (Unit 5) | 15 Marks |

| | | | |
|---------------|---------------------|---|--|
| Theory | UH:UACSE-201 | Semester Two: Communication Skills in English – Paper-II | |
| | | Credits: 03 (Total Lectures: 45) | |

| | | |
|----------------|---|------------------------|
| Unit –I | Basic Language Skills: Vocabulary building: <ul style="list-style-type: none"> • Antonyms, Synonyms | 09 Lectures |
|----------------|---|------------------------|

| | | |
|------------------|--|--------------------|
| | <ul style="list-style-type: none"> • Suffixes, Prefixes, Root words • Homophones, homonyms • Collocation • Changing the Class of Words | |
| Unit - II | Editing and Summarization: <p>a) Editing:</p> <ul style="list-style-type: none"> • Heading/ Headlines/ Title/Use of Capital Letters • Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks • Spelling • Substitution of words • Use of link words and other cohesive devices • Removing repetitive or redundant elements <p>b) Summarization:</p> <p style="padding-left: 40px;">The following skills to be acquired:</p> <ul style="list-style-type: none"> • Discern the main/central idea of the passage • Identify the supporting ideas • Eliminate irrelevant or extraneous information • Integrate the relevant ideas in a precise and coherent manner | 09 Lectures |
| Unit- III | Writing Skills: e mails: <ul style="list-style-type: none"> • Inquiry • Invitation • Thank you • Request for permission • Sponsorship | 09 lectures |
| Unit- IV | Report Writing: <ul style="list-style-type: none"> • Eye-witness Report • Activity Report • Newspaper Report | 09 Lectures |
| Unit- V | Creative Writing: This unit attempts to cover those aspects of writing that go beyond the boundaries of technical or professional forms of | 09 Lectures |

| | | |
|--|---|--|
| | <p>writing and encourage the learner to explore the artistic and imaginative elements of writing.</p> <ul style="list-style-type: none"> • Story writing • Dialogue writing • Blogging: fashion, travel, food, culture, personal blogs | |
|--|---|--|

20% Self-Learning Segment

| Topics | |
|---------------|---|
| | <ul style="list-style-type: none"> • Fitness blogs, Social blogs, Music blogs, Sports Blogs, Developing a Story, Diary writing – Unit- V • Welcome Email, Special offer emails- Unit- III <p><u>Links :</u></p> <ul style="list-style-type: none"> • https://nptel.ac.in/courses/109/107/109107172/ - Unit- III • https://onlinecourses.swayam2.ac.in/nou20_hs09/preview - Unit- I • https://www.skillshare.com/classes/Blogging-Basics-FREE/1323227808?via=browse-rating-blogging-layout-grid Unit- IV • https://www.skillshare.com/classes/Blogging-Masterclass-Build-A-Successful-Blog-In-2020-And-Beyond/804781354?via=browse-rating-blogging-layout-grid – Unit- IV |

• **Suggested Topics for Tutorials: (Semester - II)**

1. Group Discussions
2. Mock Interviews
3. Fundamentals of Grammar
4. Debates / Speeches
5. Book / Film Reviews
6. Vocabulary and Language Games
7. Picture Composition
8. Tweets

| | | |
|--|--|--|
| | Second Semester | |
| | Internal Evaluation of 40 Marks | |

| Sr. No. | Particulars | Marks |
|----------------|---|-----------------|
| 1 | ONE class test / online examination to be conducted in the given semester | 15 Marks |
| 2 | One assignment based on curriculum (to be assessed by the teacher Concerned) | 10 Marks |
| 3 | Self-Learning Evaluation | 10 Marks |
| 4 | Active participation in routine class instructional deliveries | 05 Marks |

| |
|--|
| <p>Project & Assignments for Internal Evaluation</p> <ul style="list-style-type: none"> • Case Studies • Presentations • Blogs • Any other innovative methods |
|--|

| | | |
|----------------------------|--|---------------------------|
| Evaluation Pattern: | Second Semester End Examination of 60 Marks | Duration : 2 Hours |
|----------------------------|--|---------------------------|

| | | |
|-------------------|--|-----------------|
| Question 1 | MCQS on Vocabulary (Unit 1) | 15 Marks |
| Question 2 | a) Editing: one passage of 100-200 words to be given. | 07 Marks |
| | b) Summary: one passage of 250-300 words to be given | 08 Marks |
| Question 3 | Emails (1 out of 2) (Unit 3) | 07 Marks |
| | Report Writing (1 out of 2) (Unit-4) | 08 Marks |
| Question 4 | Creative Writing: (1 out of 2) (200-250 words) (Unit 5) | 15 Marks |

Reference Books

1. Bellare, Nirmala. Reading Strategies. Vols. 1 and 2. New Delhi. Oxford University Press, 1998.
2. Bhasker, W. W. S & Prabhu, N. S.: English through Reading, Vols. 1 and 2. Macmillan, 1975.
3. Blass, Laurie, Kathy Block and Hannah Friesan. Creating Meaning. Oxford: OUP, 2007.
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Section D
Bachelor of Arts
Syllabus for F.Y.B.A
Program: B.A.
Course: Communication Skills in
English (Core Paper)

Part 1 - Preamble

Information, Dialogue, and Discourse: All three are needed in a civilized society. While, to an extent, the art of communication is natural to all human beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will perceive a difference in their personal and professional interactions and learn application of effective communication skills in different domains.

Communication Skills syllabus is an attempt to enhance language proficiency by providing adequate exposure to listening, speaking, reading, and writing skills. It takes an integrated approach to the appropriate use of language in different situations and for different purposes.

An attempt has been made to introduce topics that emphasize the development of language skills and encourage effective communication of thoughts, ideas and expressions. The syllabus would contribute to the intellectual, personal, and vocational development of the students in an orderly manner. The course seeks to help students excel in the efficient and effective use of communication skills across different situations. Overall, the course will make the learners employable with enhanced soft skills.

These topics will be explored through debates, group discussions, speeches; comparison, and contrast, students will learn accurate use of language for effective oral and written communication. Students will learn to create texts that are coherent, cohesive, balanced, convincing, and interesting.

The course is divided into two semesters: Semester - I will primarily focus on remedial grammar, reading skills, writing skills in the form of Correspondence and Essays, and Interpretation of data. Semester II introduces students to advanced writing skills. The students through this course will navigate the digital information landscape and gain critical skills of email writing, editing, summarizing, report writing, and creative writing. The concepts discussed throughout the year can be applied to learn other subjects as well.

The curriculum tries to encourage students toward self-learning. Some of the topics have been identified for them to learn through the various online resources launched by the University Grants Commission (UGC) along with the Ministry of Education. The same topics will be used

for discussions in the classroom. They will be assessed using short assignments based on those materials.

We hope that the course content will help students navigate their career in the right direction and set them on the path towards success in professional life.

6. Course Objectives: The main objectives of the course are:

- To enhance language proficiency by providing adequate exposure to reading and writing skills
- To orient the learners towards various communication tasks
- To increase the range of lexical resource through a variety of exercises

7. Process adopted for Curriculum Designing:

A syllabus framing committee, with representatives of various stakeholders was constituted. Multiple online meetings were held. The draft copy of the syllabus was sent to the committee members through e-mail. After discussion and deliberations with the members, in meetings and via mail, the syllabus was finalised. Input of subject experts, particularly of literature industry was taken into account.

8. Salient features and how the syllabus has been made more relevant:

Communication Skills in English course at the entry level Graduation Programme includes theoretical and tutorial components. The course has four units and 20% self-learning component. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

Effective Communication skills in English is a powerful tool in the current employment environment. Students would learn to articulate their thoughts in a clear and concise manner that will allow their ideas to be better understood by the receivers. The course will help to improve their writing skill by enabling them to select and use appropriate formats for the audience, use the correct medium and adjust their writing style accordingly.

The syllabus is made for interactive learning using tutorials and learner centred methods such as worksheets and role play. Upon completing this course the learners will be able to communicate effectively in various styles and registers.

The course would give the students the option to develop skills in areas which have direct relevance to employability such as teacher/educator, content writer and editor.

9. Learning Outcomes:

On successful completion of the course learners are expected -

- To imbibe English grammar and Listening, Speaking, Reading and Writing skills to meet the challenges of the world.

- To be able to process complex information with clarity and conciseness.

10. Input from stakeholders:

The experts from the industry & academia suggested topics which could be deleted, added or modified in the proposed syllabus. According to these suggestions, the topics for the syllabus, tutorial activities, self-learning & internal assessments were finalized. Suggestions to provide online self-learning links and to include review writing were incorporated.

Part 2 - The Scheme of Teaching and Examination

Semester – I

| Sr. No. | Choice Based Credit System | Subjects | | Subject Code | Remarks |
|----------------|-----------------------------------|---|---------------|---|----------------|
| 1 | BA- English | FYBA- Communication Skills in English –Paper- I and Paper - II | Theory | UH : UACSE-101 UH: UACSE-201 | |

First year Semester-I Internal and External Assessment Details

| Sr. No. | Subject Code | Subject Title | Lectures Per Week (Lecture of 45 min) | | | | | Credits | Evaluation Scheme | | | | | | Total Marks |
|----------------------|-----------------------|--|--|-------|---|---|---|-----------|-------------------|----|----|--------------------|-----|----|-------------|
| | | | Units | S.L.* | L | T | P | | SLE | TA | CT | Proj. | SEE | PE | |
| 1 | UH : UACSE -101 | Communication Skills in English – Paper I | 5 | 20 % | 3 | 1 | 0 | 3 | 10 | 05 | 15 | 10 | 60 | 0 | 100 |
| 2 | UH: UACSE- 201 | Communication Skills in English – Paper II | 5 | 20% | 3 | 1 | 0 | 3 | 10 | 05 | 15 | 10 | 60 | 0 | 100 |
| Total Credits | | | | | | | | 06 | | | | Total Marks | | | 200 |

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

L: Lecture, T: Tutorials, P: Practical, Ct-Core Theory, CP-Core Practical, CT-Class Test, TA-Teacher Assessment, SLE : Self Learning Evaluation, Proj : Project/Assignment, PE : Practical Evaluation, SEE: Semester end examination

- **Lecture Duration – 50 Minutes**
- **One Credit = 15 Classroom Teaching hours**

Part 3: Detailed Scheme Theory

FYBA

Communication Skills in English – Paper-I

I Year - Semester – I - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

| | | |
|---------------|---------------------|--|
| Theory | UH:UACSE-101 | Semester One: |
| | | Communication Skills in English – Paper-I |
| | | Credits: 03 (Total Lectures: 45) |

| | | |
|------------------|---|--------------------|
| Unit –I | Basic Language Skills: Grammar h) Articles, prepositions, conjunctions i) Transformation of Sentences (Simple, Compound, Complex) j) Tenses k) Subject-Verb agreement l) Question Tags m) Direct and Indirect Speech n) Voice | 09 Lectures |
| Unit – II | Reading Skills: Comprehension (unseen passage) | 09 Lectures |
| | The following skills to be acquired: <ul style="list-style-type: none"> • Reading with fluency and speed • Skimming and scanning • Identifying relevant information • Isolating fact from opinion • Understanding concepts and arguments • Identifying distinctive features of language (Passage should be of 250-350 words of Level I. The passage may be taken from literary/scientific/technical writing as well as from the fields of journalism, management and commerce.) | |
| Unit- III | Writing Skills (Formal Correspondence): Letters | 09 lectures |
| | e) Job Application Letter (without Resume) f) Statement of Purpose | |

| | | |
|-----------------|---|--------------------|
| | g) Request for Recommendation Letter h) Request for information under Right to Information Act (RTI) | |
| Unit: IV | Interpretation of Technical Data: Students should be taught to read and interpret maps, pie charts, tables, line and bar graphs and flow charts and express the same in paragraph format. | 09 Lectures |
| | | |
| Unit: V | Writing Skills: Essay: e. Expository f. Persuasive g. Analytical h. Reflective/Descriptive | 09 Lectures |

20% Self-Learning Segment

| | |
|--|---|
| | Topics |
| | <ul style="list-style-type: none"> • RTI Letters, Request Letters, Reading Comprehension Passages etc. – Unit- III <p>Links :</p> <ul style="list-style-type: none"> • https://nptel.ac.in/courses/109/107/109107172/ - Unit-IV • https://onlinecourses.swayam2.ac.in/nou20_hs09/preview - Unit- II |

Suggested Topics for Tutorials: (Semester – I)

9. Group Discussions
10. Mock Interviews
11. Fundamentals of Grammar
12. Debates / Speeches
13. Book / Film Reviews
14. Vocabulary and Language Games
15. Picture Composition
16. Tweets

| | | |
|----------------|--|--------------|
| | First Semester | |
| | Internal Evaluation of 40 Marks | |
| Sr. No. | Particulars | Marks |

| | | |
|---|--|----------|
| 1 | ONE class test / online examination to be conducted in the given semester | 15 Marks |
| 2 | One assignment based on curriculum (to be assessed by the teacher Concerned) | 10 Marks |
| 3 | Self-Learning Evaluation | 10 Marks |
| 4 | Active participation in routine class instructional deliveries | 05 Marks |

| | |
|---|--|
| Project & Assignments for Internal Evaluation | |
| <ul style="list-style-type: none"> • Case Studies • Blogs • Presentation • Any other innovative methods | |

| | | |
|----------------------------|---|---------------------------|
| Evaluation Pattern: | First Semester End Examination of 60 Marks | Duration : 2 Hours |
|----------------------------|---|---------------------------|

| | | |
|------------|--|----------------------|
| Question 1 | MCQS on Grammar: Unit – I | 15 Marks |
| Question 2 | Comprehension of an unseen passage (Unit 2) | 15 Marks |
| Question 3 | c) Letters (1 out of 2) (Unit 3) d) Data Interpretation (Unit- 4) | 08 Marks 07 Marks |
| Question 4 | Essay (250-350 words) (1 out of 2) (Unit 5) | 15 Marks |

| | | | |
|---------------|---------------------|---|--|
| Theory | UH:UACSE-201 | Semester Two: Communication Skills in English – Paper-II | |
| | | Credits: 03 (Total Lectures: 45) | |

| | | |
|----------------|---|--------------------|
| Unit –I | Basic Language Skills: Vocabulary building: <ul style="list-style-type: none"> • Antonyms, Synonyms | 09 Lectures |
|----------------|---|--------------------|

| | | |
|------------------|---|--------------------|
| | <ul style="list-style-type: none"> • Suffixes, Prefixes, Root words • Homophones, homonyms • Collocation • Changing the Class of Words | |
| Unit - II | <p>Editing and Summarization:</p> <p>c) Editing:</p> <ul style="list-style-type: none"> • Heading/ Headlines/ Title/Use of Capital Letters • Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks • Spelling • Substitution of words • Use of link words and other cohesive devices • Removing repetitive or redundant elements <p>d) Summarization:</p> <p>The following skills to be acquired:</p> <ul style="list-style-type: none"> • Discern the main/central idea of the passage • Identify the supporting ideas • Eliminate irrelevant or extraneous information • Integrate the relevant ideas in a precise and coherent manner | 09 Lectures |
| Unit- III | <p>Writing Skills: e mails:</p> <ul style="list-style-type: none"> • Inquiry • Invitation • Thank you • Request for permission • Sponsorship | 09 lectures |
| Unit- IV | <p>Report Writing:</p> <ul style="list-style-type: none"> • Eye-witness Report • Activity Report • Newspaper Report | 09 Lectures |
| Unit- V | <p>Creative Writing:</p> <p>This unit attempts to cover those aspects of writing that go beyond the boundaries of technical or professional forms of</p> | 09 Lectures |

| | | |
|--|---|--|
| | <p>writing and encourage the learner to explore the artistic and imaginative elements of writing.</p> <ul style="list-style-type: none"> • Story writing • Dialogue writing • Blogging: fashion, travel, food, culture, personal blogs | |
|--|---|--|

20% Self-Learning Segment

| | Topics |
|--|---|
| | <ul style="list-style-type: none"> • Fitness blogs, Social blogs, Music blogs, Sports Blogs, Developing a Story, Diary writing – Unit- V • Welcome Email, Special offer emails- Unit- III <p><u>Links :</u></p> <ul style="list-style-type: none"> • https://nptel.ac.in/courses/109/107/109107172/ - Unit- III • https://onlinecourses.swayam2.ac.in/nou20_hs09/preview - Unit- I • https://www.skillshare.com/classes/Blogging-Basics-FREE/1323227808?via=browse-rating-blogging-layout-grid Unit- IV • https://www.skillshare.com/classes/Blogging-Masterclass-Build-A-Successful-Blog-In-2020-And-Beyond/804781354?via=browse-rating-blogging-layout-grid – Unit- IV |

| |
|---|
| <ul style="list-style-type: none"> • Suggested Topics for Tutorials: (Semester - II) <ol style="list-style-type: none"> 9. Group Discussions 10. Mock Interviews 11. Fundamentals of Grammar 12. Debates / Speeches 13. Book / Film Reviews 14. Vocabulary and Language Games 15. Picture Composition 16. Tweets |
|---|

| | | |
|--|---|--|
| | <p>Second Semester</p> <p>Internal Evaluation of 40 Marks</p> | |
|--|---|--|

| Sr. No. | Particulars | Marks |
|----------------|---|-----------------|
| 1 | ONE class test / online examination to be conducted in the given semester | 15 Marks |
| 2 | One assignment based on curriculum (to be assessed by the teacher Concerned) | 10 Marks |
| 3 | Self-Learning Evaluation | 10 Marks |
| 4 | Active participation in routine class instructional deliveries | 05 Marks |

Project & Assignments for Internal Evaluation

- **Case Studies**
- **Presentations**
- **Blogs**
- **Any other innovative methods**

| | | |
|----------------------------|--|---------------------------|
| Evaluation Pattern: | Second Semester End Examination of 60 Marks | Duration : 2 Hours |
|----------------------------|--|---------------------------|

| | | |
|-------------------|--|-----------------|
| Question 1 | MCQS on Vocabulary (Unit 1) | 15 Marks |
| Question 2 | c) Editing: one passage of 100-200 words to be given. | 07 Marks |
| | d) Summary: one passage of 250-300 words to be given | 08 Marks |
| Question 3 | Emails (1 out of 2) (Unit 3) | 07 Marks |
| | Report Writing (1 out of 2) (Unit-4) | 08 Marks |
| Question 4 | Creative Writing: (1 out of 2) (200-250 words) (Unit 5) | 15 Marks |

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