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|-----------------------------|---|-----------------------------|
| <b>Name of Faculty</b>      | : | Faculty of Design           |
| <b>Name of Program</b>      | : | Bachelor of Design (B.Des.) |
| <b>Course Code</b>          | : | 1BCS01                      |
| <b>Course Title</b>         | : | Basic Communication Skills  |
| <b>Type of Course</b>       | : | Ability Enhancement (AE)    |
| <b>Year of Introduction</b> | : | 2023-24                     |

|                         |     |   |
|-------------------------|-----|---|
| <b>Prerequisite</b>     | :   | Knowledge of basic English  |
| <b>Course Objective</b> | :   | <p>Understand of the fundamental elements of communication in English language. Know and understand different practices of verbal and non-verbal communication with inputs to improve basic language skills. Students are expected to be better equipped in the following areas:</p> <p>Listening: Understanding basic content in lectures and common everyday situations</p> <p>Speaking: Correct expression in the English language at a basic level</p> <p>Reading: Understanding, retaining, and critically analyzing technical/non-technical content</p> <p>Writing: Using appropriate vocabulary, grammar, effective paragraph construction, writing in day-to-day scenarios, including digital platforms</p> |
| <b>Course Outcomes</b>  | :   | At the end of this course, students will be able to:  |
|                         | CO1 | Enables students to develop a strong foundation in English grammar, including the understanding of phonetic sounds, vocabulary building, and word formation processes.  |
|                         | CO2 | Students will be able to demonstrate proficiency in using proper prepositions and understanding subject-verb agreement, leading to improved accuracy in their written and spoken English.   |
|                         | CO3 | Students will enhance their critical thinking and communication skills through activities such as book reviews, speech and spoken exchanges, and role plays fostering creativity and effective expression.  |
|                         | CO4 | Enables students to develop effective listening skills, including overcoming accent difficulties and understanding the psychology of a listener, leading to improved comprehension of speakers.   |
|                         | CO5 | Enables students to acquire effective reading strategies and practice reading comprehension exercises, enabling them to become proficient and efficient readers.  |

**Teaching and Examination Scheme**

| Teaching Scheme (Contact Hours) |   |   | Credits | Examination Marks |     |                 |     | Total Marks |
|---------------------------------|---|---|---------|-------------------|-----|-----------------|-----|-------------|
| L                               | T | P |         | Theory Marks      |     | Practical Marks |     |             |
|                                 |   |   | C       | SEE               | CIA | SEE             | CIA |             |
| 2                               | 0 | 0 | 2       | 50                | 25  | 0               | 0   | 75          |

Legends: L-Lecture; T-Tutorial/Teacher Guided Theory Practice; P – Practical, C – Credit, SEE – Semester End Examination, CIA - Continuous Internal Assessment (It consists of Assignments/Seminars/Presentations/MCQ Tests, etc.))

**Course Content**

| Unit No. | Topics  | Teaching Hours | Weightage | Mapping with CO |
|----------|---|----------------|-----------|-----------------|
| 1        | <b>Ice breaking Activity</b><br>This activity will help students connect with each other and work as a team. Students will be asked to introduce their new friend in the class, building strong bonds between classmates and breaking the ice.<br>This activity encourages communication and socialization skills while fostering a positive classroom environment. | 2              | 5%        | CO3             |
| 2        | <b>Phonetics:</b><br>IPA Introduction<br>Phonic Sounds<br>Pronunciation Practice including transcription  | 2              | 5%        | CO1             |
| 3        | <b>Vocabulary Building &amp; Word Formation Process:</b><br>Compounding, clipping, blending, derivation, creative respelling, coining and borrowing.<br>Prefixes & suffixes, synonyms & antonyms, standard abbreviations  | 4              | 10%       | CO1             |
| 4        | <b>Mime Activity: Usage of Preposition:</b><br>Students will learn to use proper prepositions by active participation in the activity.  | 2              | 5%        | CO2             |
| 5        | <b>Nouns and Pronouns:</b><br>The class focuses on types of nouns, pronouns, their usages,<br>It aims to build a strong base on the main part of speech in English Grammar.<br>This is achieved through various exercises and activities.   | 2              | 5%        | CO1             |
| 6        | <b>Determiners and Articles:</b><br>Students are taught the difference between commonly mistaken determiners.<br>The use of articles enables students to enhance the basic knowledge they possess.<br><b>Subject-Verb Agreement:</b>  | 2              | 10%       | CO2             |

|    |  |   |     |              |
|----|--|---|-----|--------------|
|    | Subject-Verb Agreement plays a major role in helping speakers of the English language use the language correctly.<br>It is one of the most fundamental rules in English, and often the subject of aptitude questions. Students are trained on it with interesting examples and drills.   |   |     |              |
| 7  | <b>Book Review:</b><br>The learners will identify the central idea of the book, author's style and approach towards the book.<br>This will enable the learners to express their point of view and hone their creativity and writing skills.  | 2 | 10% | CO3          |
| 8  | <b>Speech and spoken Exchanges; Extempore:</b><br>Students will learn the correct usage of spoken language as different from the written form. It will help the students in extempore speech.<br>This will be done by making the students give variety of impromptu speeches in front of the class: 1 minute talk on simple topics.<br>To change the average speakers in the class to some of the best Orator. | 2 | 10% | CO3          |
| 9  | <b>Speaking Activity: Role play</b><br>Role Play activity topic gears towards making students do role play based on various scenarios.<br>It involves giving them a scenario and asking them to further develop the idea in a very interesting manner, then going on to enact it.  | 2 | 5%  | CO3          |
| 10 | <b>Lifeboat:</b><br>This is a modern-day spin on the classic activity named Shipwreck. It aims to improve students' convincing skills.   | 2 | 0%  | CO3          |
| 11 | <b>Picture Connector:</b><br>In this class the students will be trained to form logical connections between a set of pictures which will be shared with them.<br>This geared towards building creativity and presentation skills.  | 2 | 10% | CO2          |
|    | <b>Tourism Pitch:</b><br>Students are taught the art of making a marketing pitch based on scenarios provided to them.<br>Thereby, their presentation and communication skills are enhanced.  | 2 | 5%  | CO3          |
| 13 | <b>Crazy Scientist:</b><br>The students will be taught the importance of invention and innovation using some examples that changed the world the way it worked.  | 2 | 10% | CO3          |
| 14 | <b>Listening skills:</b><br>This class focuses on training students how to actively listen,<br>How to understand the difficulties and psychology of a listener while communicating,  | 2 | 10% | CO4 &<br>CO5 |



|  |  |  |  |  |
|--|--|--|--|--|
| <p>How to overcome accent difficulties while listening to speakers of foreign origin.<br/>This is done in an interactive way filled with activities.<br/><b>Reading Skills:</b><br/>The art of effective reading and its various strategies to be taught to the learners and practice exercises be given on reading comprehension.</p> |  |  |  |  |
|--|--|--|--|--|

| Suggested Distribution of Theory Marks Using Bloom's Taxonomy |             |               |             |           |           |           |
|---|-------------|---------------|-------------|-----------|-----------|-----------|
| Level   | Remembrance | Understanding | Application | Analyse   | Evaluate  | Create    |
| <b>Weightage</b>  | <b>15</b>   | <b>15</b>     | <b>15</b>   | <b>15</b> | <b>20</b> | <b>20</b> |

*NOTE: This specification table shall be treated as a general guideline for the students and the teachers. The actual distribution of marks in the question paper may vary slightly from above table.*

**Major Equipment/ Instruments and Software Required**

| Sr. No. | Name of Major Equipment/ Instruments and Software |
|---------|---|
| 1       | Language lab (with computers)                     |
| 2       | Software Wordworth                                |

**Suggested Learning Websites**

| Sr. No. | Name of Website   |
|---------|---|
| 1       | <a href="http://www.englishexercise.org/makeagame/">http://www.englishexercise.org/makeagame/</a>   |
| 2       | <a href="http://www.learnloud.com/content/blogs">http://www.learnloud.com/content/blogs</a>   |
| 3       | <a href="http://www.agendaweb.org/listening/audio-books.html">http://www.agendaweb.org/listening/audio-books.html</a>   |
| 4       | <a href="http://www.bbc.co.uk/worldservice/learningenglishgrammar/pron/sounds/">http://www.bbc.co.uk/worldservice/learningenglishgrammar/pron/sounds/</a>   |
| 5       | <a href="http://www.agentaweb.org/listening/audio-bools.html">http://www.agentaweb.org/listening/audio-bools.html</a>   |
| 6       | <a href="http://www.grammarbook.com">http://www.grammarbook.com</a>   |
| 7       | <a href="http://www.tatamcgrawhill.com">http://www.tatamcgrawhill.com</a>   |
| 8       | <a href="http://www.cambridgeenglishonline.com/phonetic_focus/">http://www.cambridgeenglishonline.com/phonetic_focus/</a>   |
| 9       | <a href="http://www.wesolcourses.com/contet/topicmenu/listening">http://www.wesolcourses.com/contet/topicmenu/listening</a>   |
| 10      | <a href="http://www.audio-bools.html">http://www.audio-bools.html</a>   |
| 11      | <a href="http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forceddisplacement-worldwide-its-highest-decadeshtml">http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forceddisplacement-worldwide-its-highest-decadeshtml</a> |



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**Reference Books**

| Sr. No. | Name of Reference Books   |
|---------|---|
| 1       | The necklace, Guy de Maupassant, The Dramatic Publishing company Books,1965.  |
| 2       | The Monkey's Paw, W. W. Jacobs, Perfection Learning, 1979.  |
| 3       | English for Engineers and Technologists (combined Edition, Vol.1 and 2), Orient Black swan, 2006.                       |
| 4       | The King's speech (Movie), 2010.  |
| 5       | Life od Pie (Movie), 2012.  |
| 6       | A communicative Grammar of English, Geoffrey Leech and Prof Jan Svartvik Pearson Publication, 2013.                     |
| 7       | Wren and Martin High school English Grammar and composition, revised by N.D.V. Prasad Rao, S. Chandra Publishing, 2017. |
| 8       | Grammar is use Intermediate with answers, Raymond Murphy, Cambridge University Press, 2019.                             |
| 9       | How to survive the 21th century, Yuval Harari,2020.   |
| 10      | Michael Swan Basic English Usage Oxford University Press 1984   |
| 11      | Rodney Huddleson and Geoffrey K. Pullum A Student's Introduction to English Grammar Cambridge University Press 2005     |
| 12      | P. N. Gopalkrishnan Book of Nouns Authors press 3 Michael Swan Basic English Usage Oxford University Press 1984         |
| 13      | P. N. Gopalkrishnan Book of Adjectives Authors press  |