



**Government of Karnataka
Department of Collegiate and Technical Education**

**C-25
Diploma Curriculum
COMMON TO ALL ENGINEERING AND NON-ENGINEERING PROGRAMMES
EXCEPT COMMERCIAL PRACTICE**

(Effective from the AY 2025-26)

ESSENTIAL ENGLISH COMMUNICATION: 25EG01I



Government of Karnataka
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
Curriculum Structure

I/II Semester Scheme of Studies - Common to all Engineering and Non Engineering Programmes except Commercial Practice

Sl. No	Teaching Department	Course Code	Course Name	Hours per week			Total Contact Hours /week	Credits	CIE Marks		Theory SEE Marks		Practice SEE Marks		Total Marks
				L	T	P			Max	Min	Max	Min	Max	Min	
Integrated Courses															
1	ENGLISH	25EG01I	Essential English Communication	4	0	4	8	6	50	20	-	-	50	20	100

L: Lecture: T: Tutorial: P: Practice: I-Integrated (Theory, Tutorial & Practice-Batch wise classes mandatory)



Government of Karnataka
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION

Program	Common to all Engineering and Non Engineering Programmes Except Commercial Practice	Semester	I/II
Course Name	Essential English Communication	Type of Course	Integrated
Course Code	25EG01I	Contact Hours	8 hours/week (104 hours/semester)
Teaching Scheme	L:T:P - 4:0:4	Credits	6
CIE Marks	50 (Practice + Theory Test)	SEE Marks (Practice)	50

1. Rationale:

Effective Communication is an important life skill. The process of exchange of information happens vocally (verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, videos and maps), non-verbally (body language, gestures, pitch of voice, and tone) or even electronically (mails, messages, posts). Awareness of, and expertise in basic communication tools, as well as the ability to make use of it in English, is a quality that is bound to open a plethora of doors for a serious learner looking to craft a successful career.

2. Course Outcomes: At the end of the Course, the student will be able to:

CO-01	Effectively read from a printed text, internet and other sources; understand and explain it in different written formats and contexts, adhering to the general rules of grammar and syntax
CO-02	Confidently listen to, perceive and comprehend audio-visual information and use verbal and nonverbal attributes to speak about them
CO-03	Persuasively present cogent, relevant and independent thought and analysis, using latest technological tools

VERY IMPORTANT

CO 1 is attained through learning and assessment of textual questions, composition and comprehension exercises.
CO 2 is accomplished through learning and assessment of listening and speaking skills. Use of audiovisual media is compulsory to fulfil this.
CO 3 is achieved through learning and assessment of presentation skills using modern technological tools. Use of computers, office tools and internet is mandatory.

3. Course Content (Based on the textbook **ESSENTIAL ENGLISH COMMUNICATION FOR POLYTECHNICS** prescribed by DTE; available on the department website)

WEEK	CO	PO	Lecture (Theory)	Methodology for Practice	Content for Practice
1	1, 3	6, 7	THE INSPIRATIONAL STORY OF ELON MUSK	Students will share their experiences on and expectations from their community leaders and model personalities	Use of Computers, Internet and Software as tools of Communication Online Newspaper Reading Individual Profile Creation and Resume Preparation using Word tools
2	1, 3	6, 7	THE INSPIRATIONAL STORY OF ELON MUSK Composition (Narrative Writing)	Students will sit in groups of five and discuss the difference between leaders and bosses. Each group shall note down ten points of difference based on the discussion	Building Social Media Profile (LinkedIn, X, Facebook/Instagram)
3	1, 2, 3	6, 7	AN EXCERPT FROM OORU KERI	ACTIVITY No. 1 for Portfolio Evaluation Shall be a group activity on topics related to basic English grammar: viz Parts of Speech,	Listening Skills (I Have a Dream - Martin Luther King Jr (https://www.youtube.com/wa

			Composition (Expository Writing) Composition (Descriptive Writing)	Auxiliary verbs and Tenses. Should involve Practical demonstration/ along with a written/printed report/portfolio.	tch?v=qHc3FY9il1s Sachin Tendulkar's Retirement Speech (https://www.youtube.com/watch?v=joZZyUXU7Bg) Shashi Tharoor's words on anti-colonialism (https://www.youtube.com/watch?v=f7CW7S0zxv4&t=274s) The Great Dictator - Speech (https://www.youtube.com/watch?v=w8HdOHrc3OQ&t=98s) Dananjaya Hettiaracchi - I see something (https://www.youtube.com/watch?v=bbz2boNSeL0&t=169s) Srikanth Bolla (https://www.youtube.com/watch?v=hxS5He3KVEM) Tryst with Destiny https://youtu.be/IrEkYscgbqE?s=i=U4M_uOH3SXR_8Rf- Ted talk Shah Rukh Khan https://youtu.be/ONV1KdWRHck?si=WOcw6_aX_rvYLSGS Winston Churchill " We shall fight on the beaches." https://youtu.be/skrdyoabmgA?si=zIzVI-ZMTfnFAYw1 Greta Thunberg's speech made at UN Climate summit https://youtu.be/u9KxE4Kv9A8?si=NSBAL6z7DX_eTWiF Gururaj Karjagi's Motivational speech https://youtu.be/Dzj6TGwwNhg?si=ClbQsDOIEqGisyng
4	1, 2, 3	6, 7	AN EXCERPT FROM OORU KERI	Students in groups of five will talk to the class about any three local festivities, fairs or traditional practices	Speaking Skills Story Narration, Self Introduction, Asking questions based on a given text or a demo video, Self Justification, Theme based arguments, group discussions, extempore speech, elocution.
5	1, 2	6, 7	THE SECRET OF THE MACHINES	Students will debate the pros and cons of mechanisation in the rural areas of India	Technical Jargon – Engineering and Non-Engineering based-subject specific product labels, user manuals, technical/product brochures, sales pamphlets Agile Non Engineering: CAFM, CMMS, Compliance, Hot Dealing, ITSM, Hybrid Office, SaaS, Invoice, Indent, Challan, USP, CMS, CMR, TOFU, MOFU, BOFU, Cash cow, Appraisal, Attrition, Sabbatical, Benchmark

6	1, 3	6, 7	THE SECRET OF THE MACHINES Concept Development Note making, Circulars, Announcements, Notifications, Minutes of Meeting etc	Students will bring a few sales brochures to the class and evaluate their effectiveness in communicating the intended message. They will discuss the pros and cons and suggest required changes.	Branch specific product/service pitches/campaigns using PPT tools. Online communication tools - etiquettes of online communication - Do's and Don't s. Use of google forms for data collection and analysis
7	1, 3	6, 7	CYBERCRIME	Students will go through the following links: <u>XMost Common Mistakes Spoken English Connection by Kanchan Ma'am - YouTube Kids</u> Identify and discuss common mistakes in English usage. They will highlight funny and embarrassing situations that might arise due to such errors.	Use of Artificial Intelligence tools in imbibing communication skills, Identification of spam, phishing and Trojan mails Introduction to deep fakes
8	1, 3	6, 7	CYBERCRIME Concept Development using AI tools : Official Communication - Notices, Memo etc, Vocabulary Building	ACTIVITY No. 2 for Portfolio Evaluation Shall be a group activity based on topics related to basic English grammar viz: Subject-Verb Agreement, Voices, Homophones, Homonyms and Homographs. Should involve Practical demonstration/ along with a written/printed report/portfolio.	Technical/Professional Writing through Word and PowerPoint using AI Tools
9	1, 3	6, 7	CLIMATE CHANGE – A CONVERSATION	Students will watch the <i>Shovel scene</i> from <i>The Gold Rush</i> (https://www.youtube.com/watch?v=cMZY1rB8naw) and relate it to the climate variation being experienced in the last few years	Interview Skills (May use Wadhvani Co-Pilot or similar platforms) Role play
10	1, 3	6, 7	CLIMATE CHANGE – A CONVERSATION Comprehension - Unknown Passage/Story	After going through the trailer of <i>Gandhada Gudi</i> available at https://www.youtube.com/watch?v=cScfvBT6LGU and write a summary of the same. This shall also include their experiences of such naturally beautiful places in their vicinity.	Non Verbal Communication – Body Language, Gesture, Posture, Image, Tone, Pitch, Voice Modulation, Eye Contact, Space
11	1, 3	6, 7	A PAGE FROM THE DIARY OF A YOUNG GIRL	Students will search for information about the books <i>War and Peace</i> and <i>Train to Pakistan</i> and based on that, will debate the pros and cons of international wars	Professional Correspondence – CV Covering letter, Letters to the editor, higher officers, letters of complaint, business letters
12			A PAGE FROM THE DIARY OF A YOUNG GIRL	Students will start maintaining a journal of daily activities. They will record events and	Email Writing Personal and Official Correspondence

	1, 2	6, 7	Punctuation Comprehension - Unknown Passage	happenings around them and note down their own opinions about the same	Journal Keeping, Note Taking, Notices, Circulars, Announcements, Notifications, Government Orders, Office Memos, Minutes of Meeting, Offer/Appointment & Termination/Resolution Letters, DO Letters, UO Notes
13	1, 2, 3	6, 7	Seminars on the textual topics covered from Week 1 to 12	A set of students shall present a chosen topic from the text and the rest shall interact with them in turns and vice versa	Preparation of a comprehensive report on the topics covered till date, with student inputs and feedback recorded in writing. Content, Style, Format and Syntax of Report Writing to be made aware to and followed by students

EXAMPLES OF TUTORIAL QUESTIONS/LEADS:

The students shall be asked to mull over and articulate their thoughts about the following. These questions must be broad based and analytical, suitable for developing a deeper understanding of the subject through research, group-discussion, opinion sharing, critical analysis and synthesis.

1. Describe the leadership style of a chosen figure. How have their leadership qualities contributed to their successes and failures? Include examples of how their management approach has evolved over time.
2. How has a chosen figure addressed ethical considerations within their businesses and innovations? Discuss any notable instances where their decisions have led to ethical debates.
3. How has a chosen figure's personal life and public persona influenced their professional image? Discuss how they have managed public relations and personal challenges.
4. To what extent do you think luck played a role in the success of a chosen figure? Assess the balance between luck, skill, and determination in their career.

4. References:

Daniel Jones. The Pronunciation of English. Cambridge: Cambridge University Press, 1956. 2. James Hartman et al. Ed. English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. 3. Rajesh Kumar et al. English Language Communication Skills: Lab Manual cum Workbook. Cengage: Cengage Learning India Pvt. Ltd, 2019. 4. Kandula Nirupa Rani et al. Speak Well. Orient BlackSwan: Orient BlackSwan Private Limited, 2012. J.D.O'Connor. Better English Pronunciation. Cambridge: Cambridge University Press, 1980. 5. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan: Orient BlackSwan Private

5. Suggested Activities: *The Course coordinator shall facilitate the learning of various attributes and attainment of course outcomes through active involvement in and proper stimulation of students' learning processes. Lecture, Tutorial and Practice as well as all assessment activities shall be carried out in batches, inside a well-equipped Language Laboratory. A **word a day** concept should be introduced and students encouraged to bolster their vocabulary. **Grammar exercises may be referenced from [Advanced English Lessons](https://www.englishpage.com), available at <https://www.englishpage.com>.***

The following is just an indicative and not a comprehensive set of activities for the course. Students and Faculty are encouraged to choose activities that are relevant to the topics being discussed and based on the availability of resources/availability of implementation at their institutes.

Speaking Skills

1. **Role-plays:** Create role-playing scenarios that simulate real-life situations students may encounter in their future careers. For example, role-play scenarios could include job interviews, client consultations, or group project meetings. This activity allows students to practise speaking in different contexts and develop their communication skills
2. **Mock Interviews:** Conduct mock job interviews or admission interviews where students take turns playing the role of interviewer and interviewee. Provide feedback on communication skills, professionalism, and interview performance, helping students improve their speaking skills in professional settings.
3. **Storytelling.** Students can briefly summarise a tale or story they have listened to. They may create their own stories to tell to the class.
4. **Debates.** Holding **debates** is a great way for students to speak a lot in class, as you only act as the facilitator or judge during the activity.
5. **Instructions and Directions:** The student is asked to give directions or instructions, for example to the school library.

Listening Skills

1. **Listen and Summarise:** Provide students with recordings of academic lectures or TED Talks relevant to their field of study. After listening, ask them to summarise the main points, key ideas, and arguments presented in the talk. This activity not only hones listening skills but also reinforces comprehension and critical thinking.

2. **Dictations** - Vocabulary, syntax based
3. **Interactive Listening Games/Activities:** Introduce interactive listening games or activities such as "listen and draw" (where students listen to instructions and draw what they hear) or "listen and sequence" (where students listen to a series of events and arrange them in order). These activities make listening practise enjoyable and reinforce comprehension skills.
4. **Pairings/Group Listening Activities:** Organise pair or group listening exercises where students listen to audio clips or short speeches together. Afterward, encourage them to discuss and share their interpretations, ensuring active engagement and collaboration.
5. **Telephone.** In this activity, students are responsible for listening carefully to their peers in order to successfully relay a message.

Browsing and Presentation Skills

1. Browse KPSC website for the post of Assistant Civil Engineer, extract the details and create 5-6 slides using MS Powerpoint.
2. Browse through scholarship databases and funding opportunities available for you, extract the details and create a presentation using MS Powerpoint.
3. Browse any online collaboration tools and platforms to work on group projects with your classmates, extract the details and create a presentation using any MS Tools.
4. Browse websites and blogs offering professional development resources such as resume tips, interview advice, and career guidance, extract the information and create a presentation using any MS Tools.
5. Browse websites and resources offering skill development exercises, quizzes, and challenges related to your diploma program, extract the information and create a presentation using any MS Tools.

Unit	Concepts	Laboratory Activity
1	Composition, Documentation Elucidation, Presentation and Research	Use of Microsoft Word/Google Docs/Microsoft Powerpoint/Google Slides/WordUp, Memrise, Quizlet, Visuwords, Anki similar open source tools, use of internet to access various news portals and e-papers and magazines and LinkedIn, Facebook, Reddit profiles
2	Listening, Speaking, Verbal and Nonverbal skills	LingQ, FluentU, Speechling, YouTube, Spotify, Elsa Speak, Speechify, Speechnotes, Mozilla DeepSpeech, Descript etc for training students to practice simple conversational exercises.
3	Note taking, Official Communiques and presentation	Notepad, Microsoft OneNote, GoogleKeep, EverNote, Noteful, Obsidian, Gemini AI, Meta AI and ChatGPT for synthesis of various official communiques through input of bare points and Microsoft Powerpoint/Google Slides/similar open source presentation tools for effectively presenting official communication documents
4	Tools and etiquettes of Online Communication, Cyber crime	Google Meet, Microsoft Teams, WhatsApp, Telegram, YouTube
5	Interview Preparations, Body language	Wadhvani CoPilot, ChatGPT, Doulingo, Replika, YouTube,
6	Professional communication and correspondence	Emails, covering letters and notes of introduction, blogs, vlogs, podcasts using offline and online tools

6. Model Rubrics for Assessment of Activity (Qualitative Assessment)/ Portfolio Evaluation CIE-5

Sl. No.	Dimension	Beginner	Intermediate	Good	Advanced	Expert	Score
		2	4	6	8	10	
1	CONTENT/ ORGANISATION	Does not collect any information relating to the topic	Collects very limited information	Collects some information	Collects much information	Collects a great deal of information	8
2	DURATION/ PACE	Does not keep up time	Not up to the mark	Adequate	Above Average	Extremely good	6
3	PRESENTATION	Poor presentation	Scope for improvement	Average presentation skills	Presentation effective	Excellent Presentation	2
4	LANGUAGE/ DELIVERY	Poor Language skills	Scope for improvement	Average Language skills	Effective	Excellent Language	4
5	WORD CHOICE	Limited Vocabulary	Generally correct words	Experiments with figurative language	Effective and creative verbs	Powerful and engaging words. Accurate and precise	2
Average Marks= (8+6+2+4+2)/5=4.4							5

Note: Descriptors can be redefined by course coordinators as per classroom requirements.

7. CIE and SEE Assessment Methodologies

Sl. No	Assessment	Week	Duration	Max marks	
1.	CIE-1 Theory Test	4	90	50	Average of all 5 CIE=50 Marks Min Passing Marks: 40% in total (20/50)
2.	CIE-2 Practice Test	7	180	50	
3	CIE-3 Theory Test	10	90	50	
4.	CIE-4 Practice Test	13	180	50	
5	CIE-5 Portfolio Evaluation <i>(Students are expected to submit a comprehensive report on at least 2 activities executed/performed during the 3rd and 8th weeks of the semester. The same shall be submitted to the course coordinator in the form of a bound folio, with proper indexing and certificate. A maximum of 50 marks shall be awarded for each activity. The final score shall be the average of the marks scored in the three activities)</i>	1-13	NA	50	
Total Continuous Internal Evaluation (CIE)					50 Marks
Semester End Examination (SEE) -Theory					NA
Semester End Examination (SEE)-Practice					180
					50
Total Marks: CIE+SEE (50+50)					100 Marks

CIE Theory Test 1 (Test No. 1)

Program	Common to all Engineering and Non Engineering Programmes			Semester I/II	
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	I/III
Course Code	25EG011	Duration	90 min	Marks	50

Name of the Course Coordinator:

Note to Course coordinators: This test shall assess learnings from the topics and exercises covered during the first four weeks of the semester, i.e from the texts: THE INSPIRATIONAL STORY OF ELON MUSK & An excerpt from OORU KERI. This shall include Question-Answer and Composition exercises. Each question may have one, two or three subdivisions. Optional questions (1:1 choice) in each section carry the same weightage of marks, cognitive level and course outcomes.

Answer any one full question from each section. Each full question carries equal marks.

Q. No	Questions	CL	Course Outcome	Marks
1	a) List any five of Elon Musk's achievements. Provide details about any one of them. b) Based on your reading of the excerpt from OORU KERI, elaborate the statement: "Nature is an integral part of life in the villages". OR c) Briefly define the working of any two of the following: <i>Tesla Cybertruck/The Boring Company/Tesla Superchargers/Tesla AutoPilot/NeuraLink.</i> d) Is the writer angry or amused about the societal practices in his village? Explain with examples.	L1 L3 L1 L3	1	10X2=20
2	a) Write a paragraph of not more than 200 words about your favourite personality? OR b) What are the qualities of a good leader? Explain with the help of an example?	L2 L2	1	10
3	a) Describe how Coronavirus affected your family. OR b) Write a short note about your recent visit to a tourist destination.	L1 L1	1	10
5	a) Draft a fresher Resume to apply for a suitable job? OR b) Create a Profile suitable for use in LinkedIn?	L5 L5	1	10

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

CIE Theory Test 2 (Test No. 3)

Program	Common to all Engineering and Non Engineering Programmes			Semester I/II	
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	I/III
Course Code	25EG011	Duration	90 min	Marks	50

Name of the Course Coordinator:

Answer any one full question from each section. Each full question carries equal marks.

Note to Course coordinators:

This test shall assess the learnings from the topics and exercises covered between weeks 5-10 of the semester, i.e from the texts: THE SECRET OF MACHINES, CYBERCRIME, CLIMATE CHANGE – A CONVERSATION and A PAGE FROM THE DIARY OF A YOUNG GIRL. This shall include Question- Answer, Concept Development, Comprehension and Grammar. Each question may have one, two or three subdivisions. Optional questions (1:1 choice) in each section carry the same weightage of marks, cognitive level and course outcomes.

Q. No	Questions	CL	CO	Marks
1	a) Though the poem <i>The Secret of Machines</i> refrains from naming them explicitly, it is understood that there are clear references to many machines. Name any five such and explain their functions in simple words. b) From the reading of the text and your experience of using the internet on computers and phones, list ten good practices that will help you stay away and safe from the threats of cybercrimes. or c) What events/circumstances inspired Ms. Kangujam to take up climate activism? d) Jacques’s matter of fact statement “I don’t dare do anything anymore, ‘cause I’m afraid it’s not allowed” is a testament to the life of Jews during the II World war. Justify in light of your reading of Anne Frank’s diary.	L1 L4 L1 L4	1	10X2=20
2	a) Write a letter to the Deputy Commissioner of your district requesting him to arrange for regular supply of potable water in your locality. Highlight the difficulties being faced by the residents in light of severe summer heat. OR b) The annual day function of your college is slated to be held on a certain date this month. Imagine the necessary details and prepare a detailed notice to be displayed for public information.	L3 L3	1	10
3	a) Develop a narrative using the following hints: Lion - sleeping in a forest - mouse - playing on it - angry lion - threatened to kill the mouse - mouse asked to forgive - promised to save him one day - lion laughed - let him off - another day - lion caught by hunter - in net - mouse heard the lion roar - mouse cut the net with his teeth - lion escaped - thanked the mouse. OR b) A poor woodcutter’s axe slipped and fell into a river—a God heard him cry and wanted to help him—he dived brought a gold axe for him—the honest woodcutter did not take this axe—the god again went down into the river and brought up a silver axe, woodcutter refused to accept—the god was very pleased and gave him his own axe as well as the gold and silver axes	L5 L5	1	20

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

9. CIE Practical Test 1 (Test No. 2)

Program	Common to all Engineering and Non Engineering Programmes			Semester	I/II
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	IV
Course Code	25EG011	Duration	3 Hrs	Marks	50
Name of the Course Coordinator:					
Questions				Course Outcome	Marks
<p>Note to Course coordinators: The questions shall concentrate on assessing students' listening and speaking skills, based mainly on audiovisual inputs provided in the classroom from week 1-7. The coordinator may choose one of the videos listed in the curriculum or may even use other audio clips/videos, based on viability.</p>					
<p>Answer any one full question. 1a. Listen to the audio clip being played. Based on your understanding of the audio, answer the following questions. i. ii. iii. iv. v.</p> <p align="center">OR</p> <p>1b. Sit with a friend of your choice. Talk to him/her and find out about his personal life, achievements, goals and aspirations. Prepare a short writeup of not more than 200 words about the same.</p>				2	50
<p>Scheme of Valuation 1a & 1b: Ten marks for each question. Grammatical and syntactical mistakes shall be penalised. The idea is to assess the listening skills of the student and his/her ability to transform the gleaned information into coherent, purpose-built answers.</p>					
Total Marks					50

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

CIE Practical Test 2 (Test No. 4)

Program	Common to all Engineering and Non Engineering Programmes			Semester	I/II
Course Name	ESSENTIAL ENGLISH COMMUNICATION			Test	IV
Course Code	25EG01I	Duration	3 Hrs	Marks	50
Name of the Course Coordinator:					
Note to Course coordinators: The questions shall concentrate on assessing students' presentation skills using modern tools of communication, based on the topics covered in the class between week 8-13.				Course Outcome	Marks
<p>Answer any one full question. Grammatical and syntactical mistakes shall be penalised.</p> <p>1. a) You are Raghavan. Prepare a resume using <i>relevant details</i> from the information given below. Use your imagination to fill in details that are not provided. The resume is for seeking an internship at Cognizant/MI India/KPTCL.</p> <p>b) Type the same Resume in MS Age: 18, Height: 5.2, SSLC: 88%, Face resembles Salman Khan, Hobbies: playing PUBG, National Level Tennis Player, Favourite dessert: Ice-cream, Body Builder, Disco dancer, School Leader in 10th Std, Working part time in father's office, Zodiac sign: Libra.</p> <p align="center">OR</p> <p>2. a) List any five technical terms related to your branch. Explain their meanings in simple words.</p> <p>b) Prepare a PPT highlighting the meaning and importance of the above words.</p>				3	25+25
<p>Scheme of Valuation</p> <p>1a. Five marks for including all the essential components of resume; five marks for using only the relevant details; five marks for building up and using the missing details; five marks for relevance of purpose; five marks for presentation</p> <p>1b. Ten marks for error free recreation of the written resume in MS Word. Fifteen marks for proper use of formatting and stylistic tools.</p> <p align="center">OR</p> <p>2a. Five marks for including all the essential components of resume; five marks for using only the relevant details; five marks for building up and using the missing details; five marks for relevance of purpose; five marks for presentation</p> <p>2b. Ten marks for error free recreation of the written resume in MS Word. Fifteen marks for proper use of formatting and stylistic tools.</p>					
Total Marks					50

Signature of the Course Coordinator

Signature of the HOD

Signature of the IQAC Chairman

10. SEE - Model Practical Question Paper

Program	Common to all Engineering and Non Engineering Programmes		Semester	II
Course Name	ESSENTIAL ENGLISH COMMUNICATION	Course Code: 25EG01I	Duration	3 Hrs
<p>Note to paper setters: 15 marks for written answers - BTE answer script; 15 marks for demonstration using computers; 10 marks for activity based assessment (class notes and assignments); 10 marks for viva-voce questions</p> <p>Questions on Email Writing, Personal and Official Correspondence, Notices, Circulars, Announcements, Journal Keeping, Note Taking, Notifications, Government Orders, Office Memos, Minutes of Meeting, Offer/Appointment & Termination/Resolution Letters, DO Letters, UO Notes, ,CV Covering letter, Letters to the editor, higher officers, letters of complaint, business letters, interview skills, Technical/Professional Writing, Individual Profile Creation and Resume Preparation, Non Verbal Communication – Body Language, Gesture, Posture, Image, Tone, Pitch, Voice Modulation, Eye Contact, Space can be included in this section.</p>			50 marks	
<ol style="list-style-type: none"> 1. Question based on audiovisual inputs (Listening and Speaking skills) 2. Question based on presentation skills using technological tools (using computers) 3. Question based on Portfolio Evaluation/Activities 4. Viva-voce questions based on listening and speaking skills. 			3 hours	15 15 10 10
Total Marks				50

1) Signature of Examiner 1

2) Signature of Examiner 2

11. Equipment/Software list with Specification for a batch of 30 students

Sl. No.	Particulars	Specification	Quantity
1	Desktop Computers (All in ones preferred)	Core i7 and above 16GB RAM 1TB ROM Windows 11+	31
2	Headphones with mic	Sony MDR ZX110AP Wired Headset with In-line remote and mic for hands-free calls	31
3	Multimedia Speakers	Sony SA-D40 4.1 Channel Speaker, 80 Watts	1 Set
4	Ink Tank Colour Printer	HP 790 Ink Tank Multifunction Colour Wi-Fi Printer	1
5	UPS	As per the power needs for the above setup (10KV)	1
6	Digital Projector Ceiling-mounted with brackets and installation	Epson EB695Wi	1
7	LAN/WiFi with High Speed Internet connection		31
8	Language Lab Modules/Softwares Robotel/ SPEARS Language Lab/ iTell Digi Language Lab/ Digital Teacher OR similar		
9	<p>Books for Reference</p> <ol style="list-style-type: none"> 1. Daniel Jones. The Pronunciation of English. Cambridge: Cambridge University Press, 1956. 2. James Hartman et al. Ed. English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. 3. Rajesh Kumar et al. English Language Communication Skills: Lab Manual cum Workbook. Cengage: Cengage Learning India Pvt. Ltd, 2019. 4. Kandula Nirupa Rani et al. Speak Well. Orient BlackSwan: Orient BlackSwan Private Limited, 2012. 5. J.D.O'Connor. Better English Pronunciation. Cambridge: Cambridge University Press, 1980. 6. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan: Orient BlackSwan Private 		

CO-PO CORRELATION

CO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
1	0	0	0	0	0	3	3
2	0	0	0	0	0	3	3
3	0	0	0	0	0	3	3

LEVEL 3- Highly Mapped, LEVEL 2-Moderately Mapped, LEVEL 1- Low Mapped, Level 0- Not Mapped

CO	UNIT	PO	CL	HOURS	MARKS
1	1, 2, 3, 4, 5, 6	6, 7	L1, L2, L3, L4 L5	36	35
2	2, 5	6, 7	L2, L3, L5	32	30
3	1, 3, 4, 6	6, 7	L1, L2, L3, L4 L5	36	35
TOTAL HOURS/MARKS				104	100

x x x