COMMUNICATION SKILLS IN ENGLISH

Anjana Tiwari

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by Anjana Tiwari

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सत्यमेव जयते

अखिल भारतीय तकनीकी शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
(शिक्षा मंत्रालय, भारत सरकार)
नेल्सन मंडेला मार्ग, वसंत कुंज, नई दिल्ली–110070
दूरभाष : 011–26131498
ई–मेल : chairman@aicte-india.org

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION
(A STATUTORY BODY OF THE GOVT. OF INDIA)
(Ministry of Education, Govt. of India)
Nelson Mandela Marg, Vasant Kunj, New Delhi-110070
Phone : 011-26131498
E-mail : chairman@aicte-india.org

FOREWORD

Engineering has played a very significant role in the progress and expansion of mankind and society for centuries. Engineering ideas that originated in the Indian subcontinent have had a thoughtful impact on the world.

All India Council for Technical Education (AICTE) had always been at the forefront of assisting Technical students in every possible manner since its inception in 1987. The goal of AICTE has been to promote quality Technical Education and thereby take the industry to a greater heights and ultimately turn our dear motherland India into a Modern Developed Nation. It will not be inept to mention here that Engineers are the backbone of the modern society - better the engineers, better the industry, and better the industry, better the country.

NEP 2020 envisages education in regional languages to all, thereby ensuring that each and every student becomes capable and competent enough and is in a position to contribute towards the national growth and development.

One of the spheres where AICTE had been relentlessly working from last few years was to provide high-quality moderately priced books of International standard prepared in various regional languages to all it's Engineering students. These books are not only prepared keeping in mind it's easy language, real life examples, rich contents and but also the industry needs in this everyday changing world. These books are as per AICTE Model Curriculum of Engineering & Technology – 2018.

Eminent Professors from all over India with great knowledge and experience have written these books for the benefit of academic fraternity. AICTE is confident that these books with their rich contents will help technical students master the subjects with greater ease and quality.

AICTE appreciates the hard work of the original authors, coordinators and the translators for their endeavour in making these Engineering subjects more lucid.

(**Anil D. Sahasrabudhe**)

ACKNOWLEDGEMENT

The author is grateful to AICTE for their meticulous planning and execution to publish the technical book for Diploma students.

I sincerely acknowledge the valuable contributions of the reviewer of the book Prof. Swati Shrivastava, for making it students' friendly and giving a better shape in an artistic manner.

This book is an outcome of various suggestions of AICTE members, experts and authors who shared their opinion and thoughts to further develop the engineering education in our country.

It is also with great honour we state that this book is aligned to the AICTE Model Curriculum and in line with the guidelines of National Education Policy (NEP) -2020. Towards promoting education in regional languages, this book is being translated in scheduled Indian regional languages.

Acknowledgements are due to the contributors and different workers in this field whose published books, review articles, papers, photographs, footnotes, references and other valuable information enriched us at the time of writing the book.

Finally, I would like to express my sincere thanks to the publishing house, M/s. Khanna Book Publishing Company Private Limited, New Delhi, whose entire team was always ready to cooperate on all the aspects of publishing to make it a wonderful experience.

Anjana Tiwari

PREFACE

Proficiency in communication skills is one of the basic needs of the students of Engineering and Technology. A technician is required to communicate with his peers, subordinates and superiors all the time in his professional life.

The communication needs of the technical students can broadly be put into two categories:

1. The employers' expectation,
2. The students' needs during the course of their engineering studies.

The technical students are supposed to learn the vocabulary items from the 'register' of physical sciences, in addition to those already learnt by way of general English courses. Similarly, they need to develop familiarity with the sentence structures which are frequently used in scientific and technological literature. The textbook designed for the students joining the Technical Institutions, is in tune with needs of the industries. The entrants of these engineering courses are supposed to have learnt English as a subject at the High School. It has been our experience that the effective vocabulary of these students is not more than five hundred words as against the desired vocabulary of approximately five thousand words. This textbook aims at teaching approximately three thousand new words specially required for reading textbooks written in English on subjects of scientific and technical nature.

This textbook has been thoroughly revised in the light of the New Education Policy 2020.

OUTCOME BASED EDUCATION

Programmeme Outcomes (POs) POs are statements that describe what students are expected to know and be able to do upon graduating from the programme. These relate to the skills, knowledge, analytical ability attitude and behaviour that students acquire through the programme. The POs essentially indicate what the students can do from subject-wise knowledge acquired by them during the programme. As such, POs define the professional profile of an engineering Diploma graduate. NBA has defined the following seven POs for an Engineering Diploma graduate:

(i) Basic and Discipline specific knowledge: Apply knowledge of basic mathematics, science and engineering fundamentals and engineering specialization to solve the engineering problems.

(ii) Problem analysis: Identify and analyse well-defined engineering problems using codified standard methods.

(iii) Design/ development of solutions: Design solutions for well-defined technical problems and assist with the design of systems components or processes to meet specified needs.

(iv) Engineering Tools, Experimentation and Testing: Apply modern engineering tools and appropriate technique to conduct standard tests and measurements.

(v) Engineering practices for society, sustainability and environment: Apply appropriate technology in context of society, sustainability, environment and ethical practices.

(vi) Project Management: Use engineering management principles individually, as a team member or a leader to manage projects and effectively communicate about well-defined engineering activities.

(vii) Life-long learning: Ability to analyse individual needs and engage in updating in the context of technological changes.

Programme Specific Outcomes (PSOs) PSOs are a statement that describes what students are expected to know and be able to do in a specialized area of discipline upon graduation from a programme. Programme may specify 2-4 programme specific outcomes, if required. These are the statements, which are specific to the particular 11 programme. They are beyond POs. Programme Curriculum and other activities during the programme must help in the achievement of PSOs along with POs. 3

COURSE OUTCOMES

At the end of this course, the participants will:

- Develop basic speaking and writing skills including proper usage of language and vocabulary highly confident and skilled speakers and writers.
- Be informed of the latest trends in basic verbal activities such as presentations, facing interviews and other forms of oral communication.
- Develop skills of group presentation and communication in team.
- Master non-verbal communication such as proper use of body language and gestures.

EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)							
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
CO-O1							
CO-O2							
CO-O3							
CO-O4							
CO-O5							
CO-O6							

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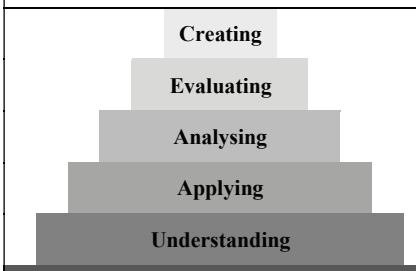
GUIDELINES FOR TEACHERS

To implement Outcome Based Education (OBE) knowledge level and skill set of the students should be enhanced. Teachers should take a major responsibility for the proper implementation of OBE. Some of the responsibilities (not limited to) for the teachers in OBE system may be as follows:

- Within reasonable constraint, they should manipulate time to the best advantage of all students.
- They should assess the students only upon certain defined criterion without considering any other potential ineligibility to discriminate them.
- They should try to grow the learning abilities of the students to a certain level before they leave the institute.
- They should try to ensure that all the students are equipped with the quality knowledge as well as competence after they finish their education.
- They should always encourage the students to develop their ultimate performance capabilities.
- They should facilitate and encourage group work and team work to consolidate newer approach.
- They should follow Blooms taxonomy in every part of the assessment.

Bloom's Taxonomy

Level	Teacher should Check	Student should be able to	Possible Mode of Assessment
	Students ability to create	Design or Create	Mini project
	Students ability to Justify	Argue or Defend	Assignment
	Students ability to distinguish	Differentiate or Distinguish	Project/Lab Methodology
	Students ability to use information	Operate or Demonstrate	Technical Presentation/ Demonstration
	Students ability to explain the ideas	Explain or Classify	Presentation/Seminar
	Students ability to recall (or remember)	Define or Recall	Quiz

GUIDELINES FOR STUDENTS

Students should take equal responsibility for implementing the OBE. Some of the responsibilities (not limited to) for the students in OBE system are as follows:

- Students should be well aware of each UO before the start of a unit in each and every course.
- Students should be well aware of each CO before the start of the course.
- Students should be well aware of each PO before the start of the programmeme.
- Students should think critically and reasonably with proper reflection and action.
- Learning of the students should be connected and integrated with practical and real life consequences.
- Students should be well aware of their competency at every level of OBE.

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