Maharashtra State Board of Technical Education (MSBTE)

I – Scheme
II – Semester Course Curriculum

Course Title: **Business Communication** (Common)
(Course Code: ....)

Diploma Programme in which this course is offered	Semester in which offered
Common to all programmes	Second

1.   RATIONALE

The IT revolution and globalization have brought the concept of business communication to the forefront of academia and industry. Communication has become an integral part of business. It is essential to develop ethics and etiquettes of business communication as per industry requirements. The diploma engineers need to be equipped with these skills to face the challenges of industry. This course will develop the competency to 'communicate effectively to fulfill business requirements'.

2.   COMPETENCY

The aim of this course is to help the students to attain the following industry identified competency through various teaching learning experiences

- **Communicate effectively to fulfill business requirements.**

3.   COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above-mentioned competency

   a. Avoid communication barriers for effective business communication.
   b. Make the relevant use of body language to communicate.
   c. Use audio – visual aids to communicate effectively and efficiently.
   d. Develop notices, memoranda and reports in relevant formats.
   e. Draft different types of business letters, E-mails using correct formats.

4.   TEACHING AND EXAMINATION SCHEME

| Teaching Scheme (In Hours)			Total Credits (L+T+P)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	**T**	**P**	**C**	**ESE**	**PA**	**ESE**	**PA**	50
2$	-		2	35$	15*			

(*): Under the theory PA of 15 mark, 10 marks are for developing speaking skills and 5 marks for micro-projects for the assessment of the cognitive domain LOs required for the attainment of the COs.
Legends: *L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.*

5.   COURSE MAP (with sample COs, Learning Outcomes i.e. LOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the

course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.
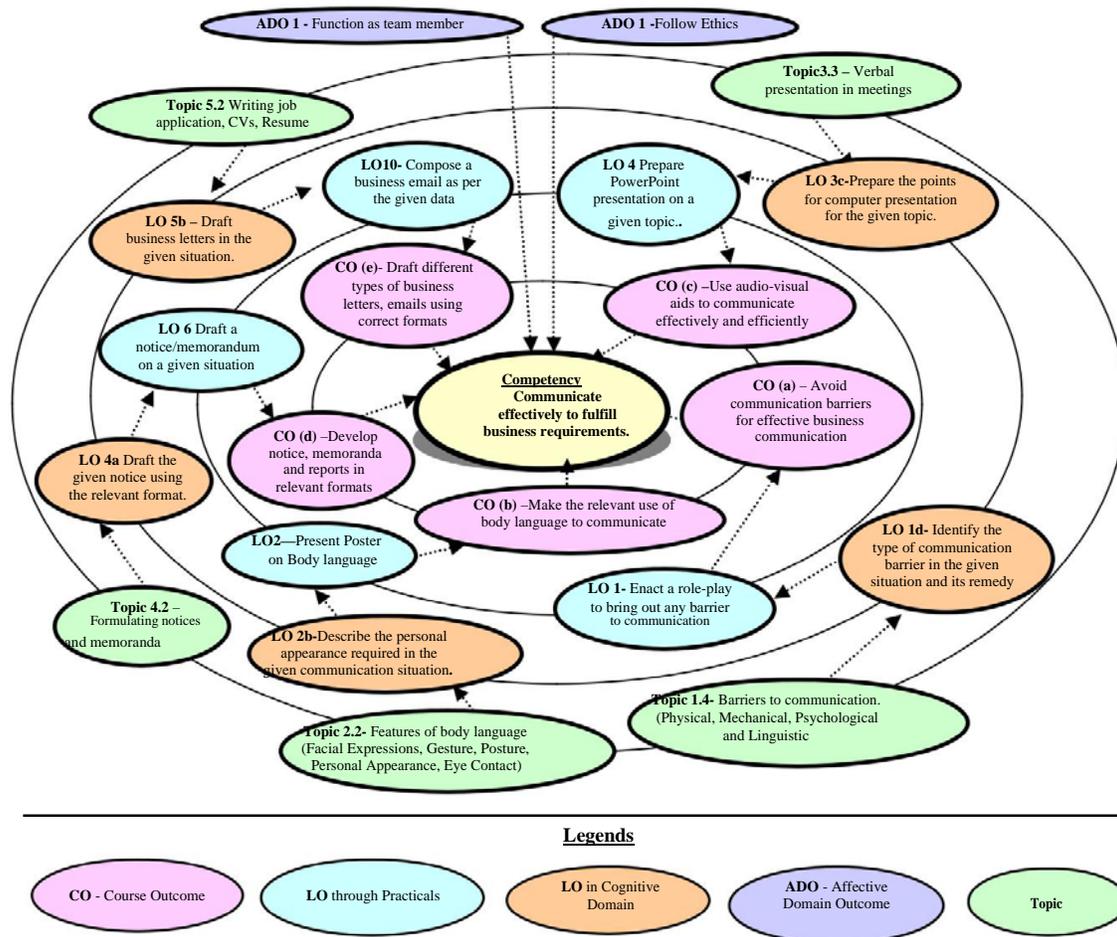
Figure 1 - Course Map

6.   SUGGESTED PRACTICALS/ EXERCISES

The practicals/exercises/tutorials in this section are psychomotor domain LOs (i.e.sub-components of the COs), to be developed and assessed in the student to lead to the attainment of the competency.

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
	Use 'language laboratory' for different practical tasks		
1	Enact role-play to bring out any barrier to communication.	I	2
2	Present Poster on Body language.	II	1
3	Use relevant body language during Oral Presentation.	II	2
4	Prepare PowerPoint presentation on a given topic.	III	2
5	Speak with correct voice modulation after listening to the given conversation	III	2
6	Draft a notice/memorandum on a given situation.	IV	1
7	Prepare a report on a student related issue.	IV	1
8	Prepare Resume with a cover letter.	V	1

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
9	Draft an enquiry or order letter on the given topic.	V	1
10	Compose a business email as per the given data.	V	1

Note

A suggestive list of practical LOs is given in the above table, more such practical LOs can be added to attain the COs and competency. A judicial mix of 10 or more practical LOs/tutorials needs to be performed.

S. No.	Performance Indicators	Weightage in %
a.	Setting up of language laboratory	10
b.	Using the language laboratory skillfully	30
c.	Follow Safety measures	10
d.	Work in teams	20
e.	Respond to given questions	10
f.	Self-learning	20
Total		**100**

Additionally, the following affective domain LOs (social skills/attitudes), are also important constituents of the competency which can be best developed through the above mentioned laboratory/field based experiences:

  a. Maintain Cleanliness.
  b. Demonstrate working as a leader/a team member.
  c. Follow ethics.

The development of the attitude related LOs of Krathwohl's 'Affective Domain Taxonomy', the achievement level may reach:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year
- 'Characterising Level' in 3rd year.

7.   MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

S. No.	Equipment Name with Broad Specifications	Exp. S.No.
1	Language Lab with relevant software and Computer system with all necessary components like; motherboard, random access memory (RAM), read-only memory (ROM), Graphics cards, sound cards, internal hard disk drives, DVD drive, network interface card	all
2	LCD Projector with document reader	all
3	Smart Board with networking	all

8.   UNDERPINNING THEORY COMPONENTS

The following topics/subtopics should be taught and assessed in order to develop LOs in cognitive domain for achieving the COs to attain the identified competency**:**

Unit	Major Learning Outcomes (in cognitive domain)		Topics and Sub-topics
	Writing Skills	Speaking Skills	
Unit – I Introduction to Business Communication	1a. Describe the importance of the business communication in the given situation. 1b. Identify the missing element in the given communication process. 1c. Identify the type of communication in the given situation. 1d. Identify the type of communication barrier in the given situation and its remedy.	1e. Use different types of verbal and non–verbal communication for the given situation.	1.1 Business communication: meaning, importance, scope and characteristics. 1.2 Process of communication - encoding, decoding, message, channel and feedback. 1.3 Types - verbal, non-verbal, formal, informal, vertical, horizontal and diagonal communication 1.4 Barriers to communication - Physical, mechanical, psychological and linguistic
Unit– II Non-Verbal Communication and Body Language	2a. Describe the non-verbal communication required in the given situation. 2b. Describe the personal appearance required in the given communication situation. 2c. Describe the given facial expressions and emogies	2d. Use relevant facial expressions in the given situation. 2e. Answer questions after listening to presentations.	2.1 Role and importance of non-verbal communication. 2.2 Features of body language: gestures, eye contact, posture, facial expressions, emogies, personal appearance 2.3 Corporate body language [delete these words] 2.4 Ppositive and negative body language. 2.5 Listening skills.
Unit– III Presentation skills	3a. Prepare seminar presentation for the given situation. 3b. Prepare debate points 'for' and 'against' the given topic. 3c. Prepare the points for computer presentation for the given topic	3d. Make seminar presentation 3e. Partake in debate speaking 'for 'or 'against' the given topic. 3f. Make effective computer presentations	3.1 Seminar presentation and panel discussions 3.2 Debates: speaking 'for' and 'against' in given topics 3.3 Verbal presentation in meetings 3.4 Computer presentations, using the different types of computer software: text with different types of fonts, pictures, animations and ppts,
Unit– IV	4a. Draft the given notice	4f. Read the	4.1. Purpose and structure of

Unit	Major Learning Outcomes (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
Office Communication and Report Writing	using the relevant format. 4b. Draft the given memorandum using the relevant format. 4c. Prepare agenda for the given type of meetings. 4d. Prepare minutes of the given type of meetings. 4e. Prepare reports of the given type of events/episodes/accidents	agenda of the given meeting. 4g. Read the report of the given event. 4h. Initiate telephone calls for given situation. 4i. Answer official phone calls for given situation.	office communication. 4.2. Formulating notices and memoranda. 4.3. Preparation of agenda, writing minutes of meetings. 4.4. Preparation of reports of events /episodes/ accidents 4.5. Summarising after quick reading of reports/ booklets
Unit-V Business Correspondence	5a. Respond to the given job advertisements by writing your CV/ Resume. 5b. Draft business letters in the given situations. 5c. Draft complaint letters for the given situations. 5d. Compose E- mails with relevant emogies for the given situation.		5.1 Purpose and structure of business communication. 5.2 Writing job application, CVs, resume. 5.3 Enquiry, order and complaint letter. 5.4 Writing e-mails, use of emogies.

Note: To attain the COs and competency, above listed Learning Outcomes (LOs) need to be undertaken to achieve the 'Application Level' of Blooms's 'Cognitive Domain Taxonomy'

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Introduction to Business Communication	04	02	02	01	05
II	Non-verbal Communication and Body Language	08	02	02	01	05
III	Presentation Skills	04	02	01	02	05
IV	Office Communication and report writing	08	02	04	04	10
V	Business Correspondence	08	02	04	04	10
	Total	**32**	**10**	**13**	**12**	**35**

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)
Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of LOs. The actual

distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

 a. Compile/collect the different formats [traditional and modern] of business letters.
 b. Collect good articles from newspapers and magazines and read them with correct intonation.
 c. Listen to Business news on TV and radio.
 d. Watch different personalities on you- tube, television and Google for presentation skills and body language.
 e. Undertake micro-projects.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (1if any)

These are sample strategies, which the teacher can use to accelerate the attainment of
the various outcomes in this course**:**

 a. Massive open online courses (***MOOCs***) may be used to teach various topics/sub topics.
 b. *'L' in item No. 4* does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
 c. About ***15-20% of the topics/sub-topics*** which is relatively simpler or descriptive in nature is to be given to the students for ***self-directed learning*** and assess the development of the LOs/COs through classroom presentations (see implementation guideline for details).
 d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
 a. Arrange various communication activities using functional grammar.
 b. Show video/animation films to develop listening skills and enhance vocabulary.
 c. Use real life situations for explanation.
 d. Prepare and give oral presentations.
 e. Guide micro-projects in groups as well as individually.

12. SUGGESTED TITLES OF MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of practicals, cognitive domain and affective domain LOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than ***16 (sixteen) student engagement*** hours during the course.

In the first four semesters, the micro-project could be group-based. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list is given here. Similar micro-projects could be added by the concerned faculty**:**

 a. Report on various formal events.

b. Identify a good business leader and study his Presentations.
c. Collect speeches of good business leaders from various sources.
d. Compose Emails for given situations.
e. Prepare Minutes of the meeting for a given situation.
f. Prepare different types of assignments using multimedia:
   i. Prepare a presentation on positive body language during seminar.
   ii. Prepare a presentation using PPT on any given topic.
   iii. Prepare poster for Inter Polytechnic Paper Presentation competition
   iv. Prepare a leaflet(three fold) giving information about your Institute
   v. Prepare a leaflet about the admission process of Polytechnic
g. Prepare Presentations for the following:
   i. Important Meeting in the Organization.
   ii. An Environmental issue
   iii. A Successful Business man [Biographical information]
h. Prepare a questionnaire and conduct the interview of Principal/Head of Department/ Senior Faculty Members/ Senior Students/ Industry Personnel
i. Summarise views of two businessmen from English newspapers/magazines and other sources.

13.   SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Communication Skills	MSBTE	MSBTE, Mumbai
2	Effective Communication Skills	M Ashraf Rizvi	Tata McGraw-Hill, New Delhi, 2014
3	Communication Skills	Sanjay Kumar and Pushp Lata	Oxford University Press, New Delhi, 2014
4	Business Communication	K.K.Sinha	Tata McGraw Hill, New Delhi, 2014
5	Essentials of Business Communication	Rajendra Pal , J.S.Korlahalli	Sultan Chand And Sons, New Delhi, 2014

14.   SOFTWARE/LEARNING WEBSITES
a. https://www.britishcouncil.in/english/learn-online
b. http://learnenglish.britishcouncil.org/en/content
c. http://www.talkenglish.com/
d. languagelabsystem.com
e. www.wordsworthelt.com
f. www.notesdesk.com
g. http://www.tutorialspoint.com
h. www.studylecturenotes.com
i. totalcommunicator.com
j. www.speaking-tips.com