

VALUE ADDED COURSE ON COMMUNICATION SKILLS

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SYLLABUS

INSTITUTE OF VOCATIONAL STUDIES

VALUE ADDED COURSE: Communication Skills (VAC_CS)

B.Ed SESSION: 2023-25

OBJECTIVES:

A 30-hour course on communication skills for future teachers is an effective way for boosting their capacity to interact with parents, colleagues, and students. It also helps in effective classroom management. Both verbal and nonverbal communication, as well as particular abilities required for efficient instruction, have been included in the program.

Following is a proposed program breakdown:

COURSE DURATION: 30 Hours

COURSE EVALUATION:

The participants will be evaluated on the following basis:

Practical Assignment	-	35 marks
Presentation	-	35 marks
Attendance	-	30 marks

Certificates will be provided to those candidates only who secure 70% marks.

Unit 1: Basics of Communication (10 hours).

Topics covered:

- Definition and Importance of Communication.
- Communication Process(Sender, Message, Medium, Receiver, Feedback)
- Types of Communication (Verbal, Non-verbal, Written, Digital)
- Communication Barriers and ways to overcome them.

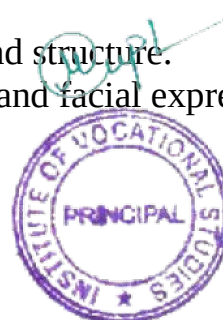
Activities :

- *Icebreaker: "introduce yourself creatively" (oral presentation)
- *Role-playing: demonstrating effective versus inefficient communication.
- *Group Discussion: Identifying communication hurdles in the classroom.

Unit 2: Verbal and Non Verbal communication (5 hours)

Topics Covered:

- Effective speaking strategies including clarity, tone, and structure.
- Body language: The significance of gestures, posture, and facial expressions.



- Developing rapport with students and parents.

Activities:

- *Practicing presentations and storytelling for classroom situations.
- *Decoding body language through observation games.

Unit 3: Written Communication for Teachers (5 hours)

Topics Covered:

- Basics of professional writing include emails, notes, and notices.
- Designing lesson plans and classroom materials.
- Giving constructive feedback to students in writing.

Activities:

- *Create sample emails or reports.
- *Peer-review exercises to improve written communication.
- *Writing criticism on hypothetical student submissions.

Unit 4: Conflict Resolution and Difficult Conversations (5 hours).

Topics Covered:

- Strategies for dealing with disagreements, professionally.
- Techniques for resolving student - parent conflicts.
- Concept of aggressiveness Vs assertiveness in communication.

Activities:

- *Role-play for challenging scenarios between teachers and students and parents.
- *Analyzing classroom - conflict case studies.

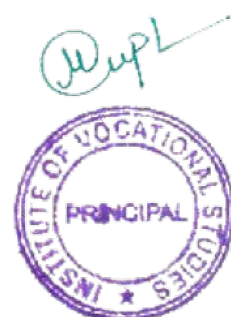
Unit 5: Communication for Inclusion and Diversity (5 hours)

Topics Covered:

- Communicating with different backgrounds students.
- Creating inclusive school settings through communication.
- Addressing unconscious bias in encounters.

Activities:

- *Include simulations to modify communication approaches for different learner.
- *Group conversations around bias and inclusion challenges.



SPECIMEN OF HAND-OUT

COMMUNICATION:

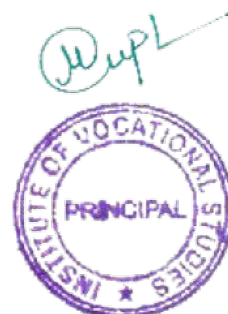


Communication is derived from the Latin word "**communicare**," which means "**to share**," "**to make common**," or "**to impart**." This root reflects the fundamental purpose of communication: to exchange information and create shared understanding between individuals or groups.

Communication is the process of exchanging information, ideas, thoughts, or feelings between individuals or groups through verbal, non-verbal, written, or visual means.

It involves a sender transmitting a message, a medium for delivery, and a receiver who interprets the message.

Effective communication ensures understanding and it can occur in various forms, such as face-to-face conversations, emails, gestures, or digital interactions.



IMPORTANCE OF COMMUNICATION

Ensures Clarity – Allows for the clear exchange of ideas, thoughts, and emotions, minimizing misunderstandings.

Strengthens Relationships – Enhances both personal and professional bonds through effective interaction.

Encourages Teamwork – Promotes cooperation and collaboration in various settings, including workplaces and communities.

Improves Efficiency – Provides clear instructions and expectations, leading to higher productivity and better outcomes.

Aids Decision-Making – Supplies necessary information to make well-informed choices.

Stimulates Creativity – Encourages idea-sharing, leading to innovation and effective problem-solving.

Supports Leadership – Plays a vital role in inspiring, guiding, and influencing others.

Helps Resolve Conflicts – Facilitates discussions and negotiations to address disagreements effectively.

Enhances Career Growth – Contributes to professional success, networking, and self-improvement.



Facilitates Learning – Makes the transfer of knowledge more effective, improving education and skill development.

Strong communication skills are essential for success in personal, academic, and professional aspects of life.

THE COMMUNICATION PROCESS

The communication process refers to the exchange of information between individuals or groups through a structured flow to ensure understanding.

Key Components of Communication

Sender (Encoder): The initiator of the message.

Message: The information, thought, or idea being conveyed.

Encoding: The process of converting the message into words, symbols, or gestures.

Channel: The medium used to deliver the message (e.g., speech, text, email, phone).

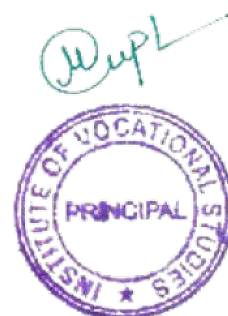
Receiver (Decoder): The individual or group interpreting the message.

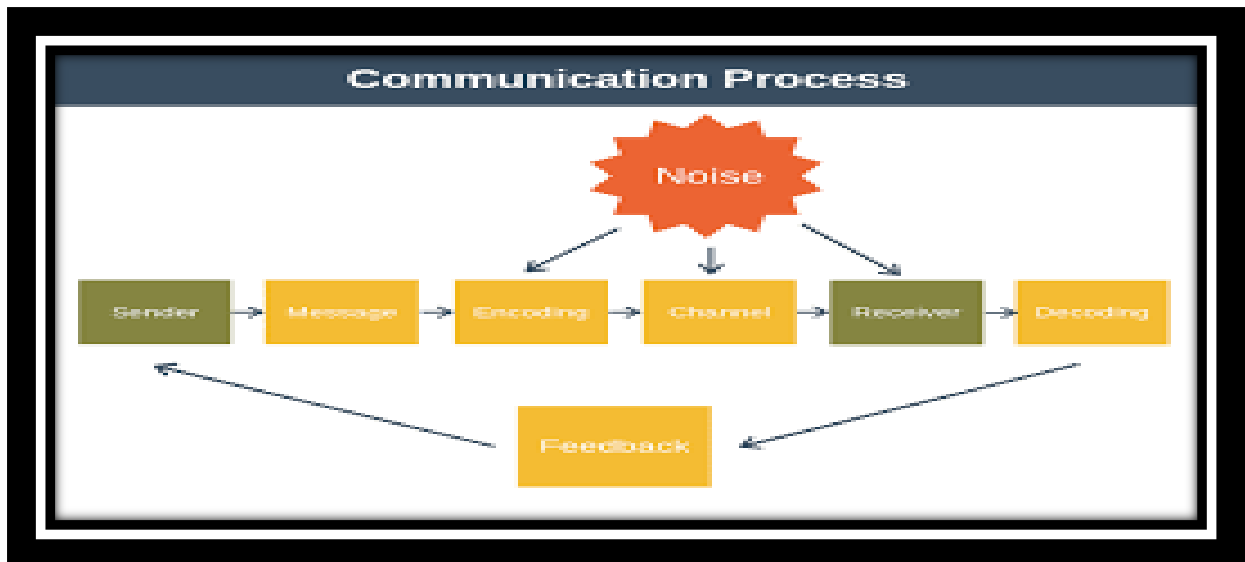
Decoding: Understanding and interpreting the received message.

Feedback: The recipient's response, indicating whether the message was understood.

Noise: Any disruption (physical, psychological, or semantic) that may hinder message clarity.

Context: The environment, situation, or background in which communication occurs.





TYPES OF COMMUNICATION



Communication can be categorized into different types based on the mode of transmission and interaction. Below are the main types:

1. Verbal Communication

This involves the use of spoken or written words to convey a message.

Oral Communication: Conversations, speeches, meetings, phone calls, interviews.



Written Communication: Emails, letters, reports, text messages, blogs.

2. Nonverbal Communication

This involves conveying messages without words, using body language, facial expressions, gestures, and eye contact. It plays a crucial role in reinforcing verbal communication.

Examples: Smiling, nodding, hand gestures, posture, tone of voice.

3. Visual Communication

The use of visual elements to communicate ideas and information effectively.

Examples: Graphs, charts, infographics, maps, illustrations, videos.

4. Digital Communication

Communication that occurs through electronic devices and digital platforms.

Examples: Emails, social media (WhatsApp, Facebook, Twitter), video conferencing (Zoom, Teams), instant messaging.

SOME OTHER TYPES OF COMMUNICATION

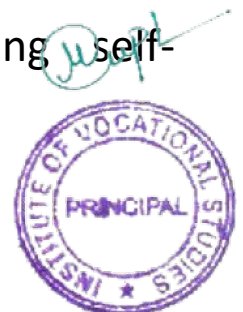
5. Interpersonal Communication

A direct exchange of information between individuals, either verbally or nonverbally.

Examples: Face-to-face conversations, interviews, and counseling sessions.

6. Intrapersonal Communication

Internal communication within oneself, including self-reflection, thoughts, and internal dialogues.



Examples: Thinking, self-talk, and analyzing situations mentally.

7. Group Communication

Communication within a small group where members discuss, share ideas, and collaborate.

Examples: Team meetings, brainstorming sessions, and group discussions.

8. Mass Communication

The dissemination of information to a large audience through media platforms.

Examples: Television, radio, newspapers, advertisements, and digital media.

COMMUNICATION BARRIERS



Barriers to Communication

Communication barriers are obstacles that prevent the smooth exchange of information between individuals or groups. These barriers can lead to misunderstandings,



misinterpretations, or a complete breakdown in communication.

Types of Communication Barriers

1. Physical Barriers

Environmental or structural factors that hinder communication.

Examples: Background noise, long distances, poor internet connection, malfunctioning equipment, and office partitions.

2. Psychological Barriers

Mental and emotional factors that obstruct effective communication.

Examples: Stress, anxiety, lack of concentration, personal biases, and preconceived notions.

3. Language Barriers

Difficulties arising from differences in language, dialect, or the use of complex terminology.

Examples: Technical jargon, slang, strong accents, and language differences.

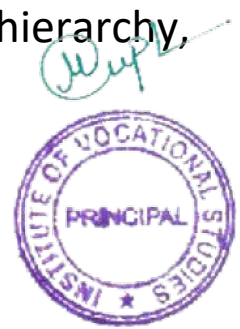
4. Cultural Barriers

Variations in cultural backgrounds, beliefs, customs, and values that affect communication.

Examples: Differences in greetings, etiquette, communication styles, and nonverbal cues.

5. Organizational Barriers

Challenges within a workplace or institution due to hierarchy, policies, or bureaucracy.



Examples: Unclear roles, excessive red tape, poor leadership, and lack of open communication.

6. Perceptual Barriers

Differences in how individuals interpret messages based on their experiences and perspectives.

Examples: Stereotyping, assumptions, misjudging tone, and misinterpretation of intent.

7. Emotional Barriers

Strong emotions that interfere with communication and understanding.

Examples: Fear, anger, resentment, lack of trust, and excessive sensitivity.

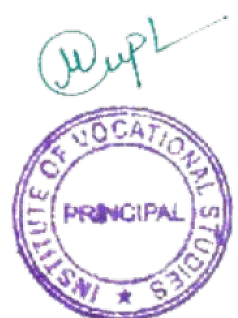
8. Technological Barriers

Issues related to the use of digital tools for communication.

Examples: Poor internet access, outdated technology, lack of technical knowledge, and miscommunication through digital platforms.

Ways to Overcome Communication Barriers

- ✓ Use simple and clear language.
- ✓ Practice active listening and ask for clarification.
- ✓ Minimize distractions and external noise.
- ✓ Be mindful of cultural differences.
- ✓ Provide communication training when necessary.
- ✓ Promote open dialogue and constructive feedback.

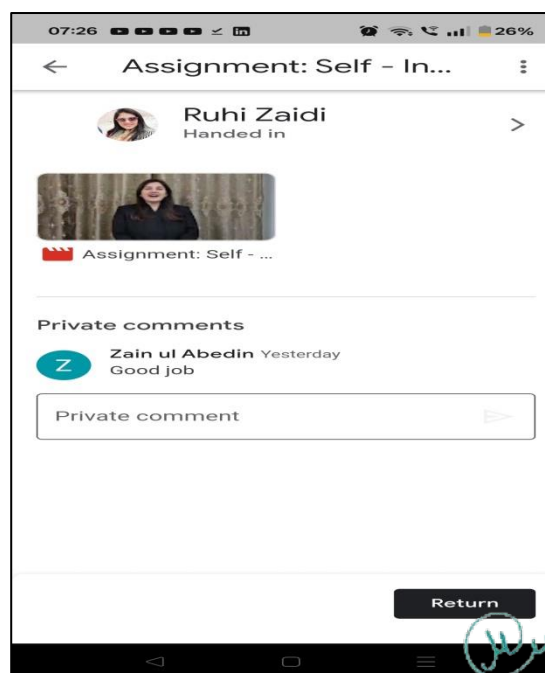
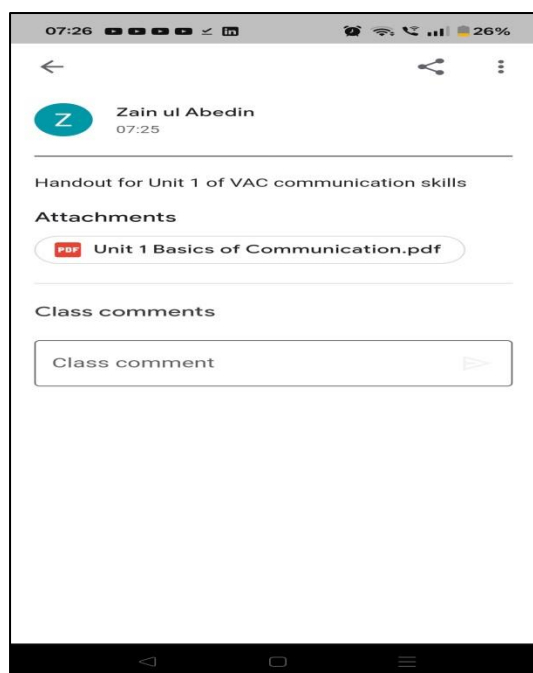


REPORT

REPORT ON VALUE ADDED COURSE : COMMUNICATION SKILLS

The Value Added Course on Communication Skills for B.Ed second year students has been organised. After completion of the unit I of their syllabus, i.e. Basics of Communication, various activities has been planned. One of them was 'Ice Breaking activity' where students were encouraged to "introduce yourself". The objective of this activity was to motivate students to speak in front of the audience and remove their stage fear and also to help them prepare for the various interviews they are going to face after completing their B.Ed. The Hand-out material and an assignment have been assigned on the Google Classroom platform, thereby utilizing the technology and ease of access for both, teachers and students.

GLIMPSES OF THE ACTIVITIES



**SPECIMEN
OF
ASSIGNMENT
No 1**



**Guru Gobind Singh Indraprastha
University**



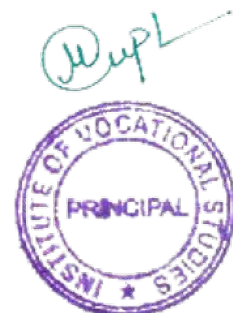
NAME OF THE INSTITUTE: Institute of
Vocational Studies

PROGRAMME: Bachelors of Education (B. Ed)

COURSE NAME: VALUE ADDED COURSE

SUBMITTED BY: Ashu Verma

ENROLLMENT NO.: 70513902123



Introduction

Conflict is an inherent aspect of human interaction, and educational institutions are no exception. In classrooms, hallways, and administrative offices, conflicts can arise for various reasons, involving students, teachers, principals, and parents alike. Defined broadly, conflict refers to a disagreement or clash between individuals or groups, which can manifest in several ways within educational settings. Understanding these conflicts is vital, as they can impact not only the learning environment but also the emotional and social development of all those involved.

This assignment will explore various types of conflicts that occur in educational institutions, examining their potential causes and providing real-life case studies to illustrate each situation. Additionally, the assignment will offer effective solutions for conflict resolution, aiming to foster a more cooperative and constructive educational environment.

The main areas to be discussed include conflicts between students, conflicts between students and teachers, conflicts among faculty members, conflicts involving administration, and the interactions between parents and the different stakeholders in education. By unpacking these conflicts, we will understand their implications and identify effective strategies for resolution.

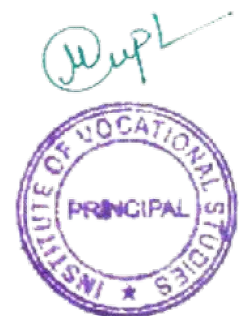


Introduction

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Conflicts between Student-Principal

Possible Causes

Conflicts between students and principals can develop due to various issues:

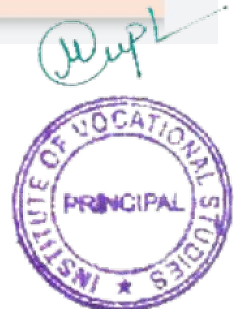
- Punishments/Suspensions: Students may feel that disciplinary measures are unjust or disproportionately severe.
- Enforcement of School Rules: Disagreements may arise regarding how policies are implemented.

Example/Case Study

In a New Jersey high school, a student named Ryan was suspended for wearing a shirt with a slogan deemed inappropriate by the principal, Mr. Smith. Ryan felt that the dress code was being enforced unequally and that students should have the right to express themselves freely through clothing.

In protest, Ryan coordinated a "Dress for Expression" day, encouraging students to wear clothing that represented their identities. The movement gained traction, leading to an assembly where students expressed their concerns about the dress code policy. The principal was invited to listen and respond directly to the student body.

Following the event, the school agreed to review the dress code policy. A collaborative student-faculty committee was formed to ensure that future policies would be more inclusive, highlighting the importance of student agency in school governance.



Conflicts between Parent-Teacher

Possible Causes

Parent-teacher conflicts frequently occur for various reasons:

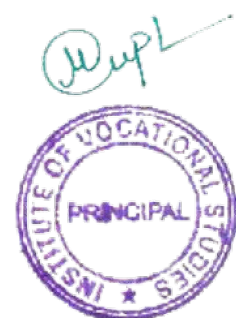
- Academic Progress Issues: Parents might feel that their child's needs are not being adequately addressed.
- Behavior Management: Differing perspectives on discipline can lead to disputes between parents and teachers.
- Communication Gaps: A lack of clear communication can result in misunderstandings regarding expectations.

Example/Case Study

A notable case occurred in a primary school in Florida when a mother, Mrs. Anderson, met with her child's teacher, Ms. Roberts, to discuss her son's declining grades. Mrs. Anderson expressed concerns about Ms. Roberts's teaching methods, claiming they were not meeting her son's learning style, which led to feelings of inadequacy.

During the meeting, Mrs. Anderson became increasingly frustrated, accusing Ms. Roberts of neglecting her son's needs. The conversation quickly turned confrontational.

Recognizing the importance of effective communication in resolving the conflict, the school principal intervened and facilitated a follow-up meeting. They developed a plan for more frequent communication, setting specific goals for the student and scheduling regular updates about his progress. As a result, the tension eased, and both parents and teachers worked collaboratively to support the student's learning.



Conflicts between Parent-Principal

Possible Causes

Conflicts between parents and principals can arise due to:

- **School Policies:** Disagreements regarding policies can lead to tensions within the school community.
- **Disciplinary Actions:** Parents may challenge disciplinary measures taken against their children, believing them to be unjust.
- **Fee Structures:** Concerns about tuition fees or changes in payment structures can provoke conflict.

Example/Case Study

In an affluent suburb of Seattle, a parent group organized a meeting to discuss sudden increases in fees for extracurricular activities. Many parents felt blindsided by the additional financial burden, especially those who had not received prior notice.

The principal, Dr. Greene, initially resisted the parents' demands for transparency, which escalated tensions. The situation culminated in a heated school board meeting where parents rallied for accountability regarding financial decisions.

In response to rising community discontent, Dr. Greene organized a series of open forums where parents could express their concerns and discuss potential solutions. As a result, the school ultimately agreed to create a financial aid fund to alleviate the burden on affected families. This case exemplifies how effective communication and collaboration can lead to a positive resolution.



Conflicts between Teacher-Principal

Possible Causes

Conflicts between teachers and principals may arise from:

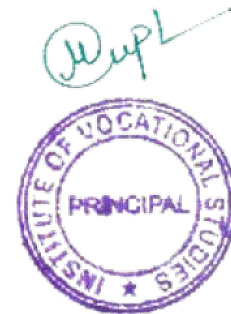
- Policy Disagreements: Teachers might disagree with school policies or changes implemented by the administration.
- Evaluation/Performance Reviews: Conflict may arise during performance evaluations when teachers feel their reviews do not accurately reflect their work.
- Administrative Decisions: Resistance to changes in curriculum, funding, or scheduling can lead to tensions.

Example/Case Study

An illustrative case arose in an Illinois high school where a teacher, Mrs. Parker, publicly expressed her discontent with Principal Granger's decision to cancel the arts program due to budget constraints. Striking a chord with many students and parents, Mrs. Parker initiated a protest advocating for the program's reinstatement.

The situation attracted significant media attention, creating tension not only between the principal and the teacher but also within the school community. Parents began questioning the principal's decisions, leading to a series of heated meetings with the school board.

Eventually, the school board organized a town hall meeting where the community could voice concerns. This open forum allowed Mrs. Parker to present findings demonstrating the importance of the arts in education. Through mediated discussions, a compromise was reached involving fundraising efforts to support the arts program, showcasing how constructive dialogue can lead to positive resolutions.



Conflicts between Teacher-Teacher

Possible Causes

Inter-teacher conflicts can arise from various issues:

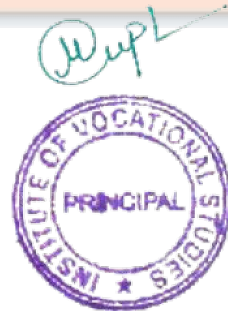
- Professional Jealousy: Competition for recognition or resources can cause tensions among staff members.
- Differences in Teaching Methods: Variances in educational philosophies or teaching styles might lead to disagreements over best practices.
- Resource Allocation: Limited resources can breed conflict, especially when teachers feel that they are not receiving an equitable share.

Example/Case Study

At a middle school in Texas, two teachers—Mr. Johnson and Ms. Chen—had been collaborating on standardizing curriculum materials. However, as the semester progressed, Mr. Johnson grew resentful because he felt his contributions weren't valued, especially as Ms. Chen seemed to be receiving more praise from the administration for their joint projects.

The tension came to a head during a faculty meeting where Mr. Johnson openly criticized Ms. Chen's approach to the shared curriculum, questioning her methods and suggesting he should be the lead teacher on the project. This confrontation shocked their colleagues and created an uncomfortable atmosphere.

The principal noticed the growing division between the two teachers and arranged a mediation session with both educators. They worked to address underlying grievances and clarifying roles in their collaboration. As a result, they agreed on a shared strategy for teaching the topic, fostering a more effective team dynamic going forward.



Conflicts between Student-Student

Possible Causes

Conflicts between students are common in educational settings and can arise from multiple sources:

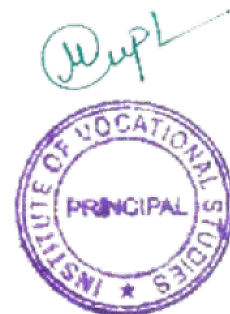
- **Competition:** Rivalries over academic performance, sports teams, or social status can create tensions among students. This competitive atmosphere may foster jealousy or resentment, leading to conflicts.
- **Bullying:** Bullying remains a significant issue within schools, often leading to emotional distress and conflict. Victims may feel isolated and may retaliate, creating a cycle of conflict.
- **Misunderstandings and Cultural Differences:** Miscommunication, especially in diverse settings, can lead to conflicts. Cultural differences in communication styles and social norms may result in misunderstandings that escalate into conflicts.

Example/Case Study

A relevant case can be observed in a New York City high school, where two sophomores, Lisa and Maya, were assigned to collaborate on a science project. Lisa was known for her academic prowess and took it upon herself to structure the project, assigning tasks without seeking input from Maya. Soon, Maya felt sidelined and undervalued, believing her contributions were not being acknowledged.

During a class meeting, Maya confronted Lisa, accusing her of being domineering. The discussion quickly heated up, and other students became involved, taking sides. As the situation escalated, the teacher intervened, facilitating a discussion about teamwork and the importance of inclusive collaboration.

In this case, the root of the conflict was competition coupled with misunderstandings. Following the intervention, both students learned to appreciate each other's strengths, fostering a more harmonious collaboration for future projects.



Possible Solutions for these Conflicts

To address conflicts effectively, it is crucial to implement strategies that promote resolution and understanding. Here are seven potential solutions for resolving conflicts:

1. **Open Communication:** Encourage all parties involved to express their thoughts and feelings openly and honestly. Create a safe space for dialogue where everyone can share their perspectives without fear of retribution.
2. **Active Listening:** Promote active listening skills. Ensure that all parties feel heard and understood by encouraging them to summarize and paraphrase what they have heard before responding.
3. **Identify Common Goals:** Focus on shared objectives and interests among the conflicting parties. By identifying common ground, individuals can work collaboratively towards a mutually beneficial outcome.
4. **Collaborative Problem-Solving:** Facilitate a brainstorming session where all parties can contribute ideas for resolving the conflict. Encourage creativity and open-mindedness to explore various solutions together.
5. **Mediation:** If direct communication is not effective, consider bringing in a neutral third party to mediate the discussion. A mediator can help facilitate dialogue, guide the process, and assist in finding a resolution.
6. **Establish Clear Guidelines:** Create a set of agreements or guidelines for how to handle conflicts in the future. This can include conflict resolution policies, communication protocols, or team norms that promote respect and understanding.



7. Follow-Up: After a resolution is reached, establish a follow-up plan to ensure that the agreed-upon solutions are being implemented and to address any lingering issues. Continuous communication can help prevent future conflicts.

Implementing these strategies can significantly improve the chances of effectively resolving conflicts and fostering a more harmonious environment.

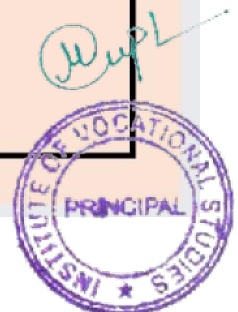


Conclusion

Conflicts in educational institutions are inevitable, arising from various sources and affecting all members of the educational community. This assignment highlights the multifaceted nature of these conflicts, examining interpersonal disputes among students, teacher-student dynamics, faculty disagreements, and interactions with parents and principals.

Understanding the causes and implications of these conflicts is essential for promoting a healthy educational environment. Moreover, implementing practical solutions can foster constructive conflict resolution, ultimately enhancing the educational experience for all stakeholders.

By emphasizing communication, empathy, and collaborative problem-solving, educational institutions can transform conflict from a disruptive force into a catalyst for growth and improvement. As educators, administrators, and parents work together, they can create a nurturing environment that supports the well-being and development of students, paving the way for a brighter educational future.





VAC Assignment No 2





ashu verma

Marked







ASHU VAC....



Private comments



Dr Zain ul Abedin • 20:15

Good Work!

Add comment to ashu verma

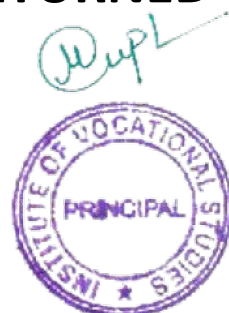
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Return

(CHECKED ASSIGNMENT RETURNED ONLINE)



**SPECIMEN
OF
ASSIGNMENT
No 2**



Assignment: Self - Int...





Ruhi Zaidi

Handed in



Assignment: Self - In...

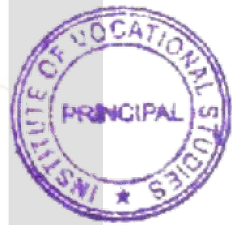
Private comments



Dr Zain ul Abedin • 7 Mar
Good job

Add comment to Ruhi Zaidi





(STUDENT SUBMITTED VIDEOS)

**SPECIMEN
OF
CERTIFICATES
ISSUED**



Institute of Vocational Studies
A unit of Awadh Public Charitable Trust
Recognised by NCTE, Approved by Govt. of NCT of Delhi
Affiliated to GGSIPU and SCERT, Delhi

**VALUE ADDED COURSE
COMMUNICATION SKILLS**

Certificate of Completion

*This certificate is awarded to Ms. AMANDEEP KAUR of
B.Ed Course for successfully completing 30 hours Value Added Course on
"Communication Skills" from 30th January 2025 to 20th May, 2025 organised by
Institute of Vocational Studies.*

Dr. Mandira Gupta
Principal

Dr. M. Zainul Abedin Shamsi
Course Coordinator IVS

