Department of BBA

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Public Speaking and Presentation Skills
2.	Course Code	UGAEC 304 C
3.	Academic Year	2024-2025
4.	Semester	3rd
5.	Number of Lesson plans	15
6.	Faculty Assigned	Dr. Mansi Gupta

Faculty Signature

Lesson Plan No. 1.0	Course Name: Public Speaking and Presentation Skills Topic: Overview and Importance of Public Speaking	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to:
	    a. Know about the faculty
	    b. Understand the basics of the course
	    c. Get acquainted with the rules to ne followed in the class
	    d. Recognise the importance of the course

Teaching Aids (if any)	a. ICT

Teaching Development	1. Introduction (05 minutes):
	
	• Brief Discussion on what this course is all about.
	• How will we be going about the course.
	
	2. Development (30 minutes)
	
	    A. Getting to know each other
	        a. Brief introductions.
	    B. About the course
	    C. The importance of the course.

Closure	• Discuss the relevance of the lesson to the broader field of business and management. (5 minutes) Homework/Assignments: • Encourage students to reflect on the handout. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Quick Q&A about the basics of communication. (5 minutes) Collect feedback through a quick poll (e.g., raise hands if they think public speaking is important).

Lesson Plan No. 1.1	Course Name: Public Speaking and Presentation Skills Topic: Overview and Importance of Public Speaking	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to:
	   e. Understand the fundamental concepts of public speaking.
	   f. Identify the various types of public speaking.
	   g. Recognize the importance of effective public speaking in personal and professional contexts.

Teaching Aids (if any)	b. ICT c. Video

Teaching Development	1. **Introduction** (5 minutes)
	   - Explain that today's lesson will cover the basics of public speaking, its different forms, and why it's a vital skill.
	   - Show a short clip (1-2 minutes) of a powerful speech to capture attention.
	
	   https://www.youtube.com/watch?v=1aA1WGON49E
	   -
	2. **Development** (30 minutes)
	   a. **Definition and Overview of Public Speaking (10 mins)**
	      a. **Definition**: Explain what public speaking is—communicating information to a live audience.
	      b. **Types of Public Speaking**: Discuss the different types—informative, persuasive, ceremonial, impromptu. Provide brief examples of each.
	   b. **Importance of Public Speaking (10 mins)**
	      a. **Personal Impact**: Explain how public speaking builds confidence, improves communication skills, and enhances personal growth.
	      b. **Professional Relevance**: Discuss the role of public speaking in careers, such as leadership, sales, and education.
	      c. **Social Influence**: Explain how effective public speaking can inspire, motivate, and lead to societal change.
	   c. **Key Elements of Effective Public Speaking (10 mins)**
	      a. **Audience Analysis**: Emphasize understanding the audience's needs, interests, and demographics.
	      b. **Structure**: Discuss the importance of organizing a speech with a clear introduction, body, and conclusion.
	      c. **Delivery**: Explain the significance of vocal delivery, body language, and visual aids.
	
	3. Exercise (5 minutes) –
	Quick Think-Pair-Share: Ask students to think about a topic they are passionate about and how they would present it to an audience. They will then pair up, briefly share their ideas with each other, and discuss the elements they would focus on.

Closure	1. Recap the key points covered: definition, types, importance, and elements of effective public speaking.
	2. Assign students to prepare a short speech (2-3 minutes) on a topic of their choice to present in the next class.
	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask a few students to share one takeaway from the lesson.
	Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.2	Course Name: Public Speaking and Presentation Skills Topic: Types of Public Speaking	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: h. Understand the four main types of public speaking: informative, persuasive, ceremonial, and impromptu. i. Identify the characteristics and purposes of each type. j. Develop the ability to choose the appropriate type of public speaking for different situations.
Teaching Aids (if any)	d. ICT

Teaching Development	4. **Introduction** (5 minutes)
	- Start with a brief discussion, asking students if they can recall any memorable speeches they've heard and what made them stand out.
	- Purpose of the Lesson: Explain that today's lesson will explore the various types of public speaking, each serving a different purpose and requiring distinct approaches.
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	5. **Development (30 minutes)**
	   d. **Informative Speaking (7 mins)**
	      a. Definition: Explain that informative speaking aims to educate the audience on a particular topic.
	      b. Characteristics: Discuss the need for clarity, structure, and factual content.
	      c. Examples: Provide examples such as lectures, tutorials, and news reporting.
	   e. **Persuasive Speaking (7 mins)**
	      a. Definition: Describe persuasive speaking as the act of convincing the audience to adopt a certain viewpoint or take specific actions.
	      b. Techniques: Discuss the use of rhetoric, emotional appeals, and logical arguments.
	      c. Examples: Highlight examples like political speeches, advertisements, and debates.

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	f. **Ceremonial Speaking (7 mins)**
	a. Definition: Define ceremonial speaking as speeches that mark significant events or milestones.
	b. Purpose: Emphasize the importance of setting the tone and conveying emotions.
	c. Examples: Mention examples such as wedding toasts, eulogies, and award acceptance speeches.
	g. **Impromptu Speaking (7 mins)**
	a. Definition: Explain that impromptu speaking involves delivering a speech without prior preparation.
	b. Skills Required: Discuss the need for quick thinking, organization, and adaptability.
	c. Examples: Provide examples like responding to questions in a meeting, giving a toast, or speaking at an event without notice.
	h. **Comparison and Application (2 mins)**
	a. Briefly compare the different types of speaking, highlighting how they differ in purpose, structure, and delivery.
	6. Exercise (5 minutes) –
	Quick Role Play: Assign students into small groups, giving each group a scenario representing one type of public speaking. Each group will spend a few minutes planning a short speech and then share it with the class.
Closure	3. Recap the four types of public speaking and their unique characteristics.
	4. Ask students to write a 2-minute speech on a topic of their choice, specifying which type of public speaking it represents, and be ready to present it in the next class.
	5.
	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students which type they feel most confident about and which they find most challenging.
	Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.3	Course Name: Public Speaking and Presentation Skills Topic: Fundamentals of Effective Speaking-Audience analysis and adaptation	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: k. Understand the importance of audience analysis in public speaking.

	l. Learn techniques for analysing the audience's demographics, psychographics, and context. m. Develop skills to adapt speech content and delivery based on audience characteristics.
Teaching Aids (if any)	e. ICT

Teaching Development	7. **Introduction** (5 minutes)
	- Explain that today's lesson will focus on the critical role of audience analysis in ensuring effective communication and how to adapt speeches to suit different audiences.
	- Share an example of a famous speech that failed due to a lack of audience analysis, emphasizing the consequences of not understanding the audience.
	-
	
	8. **Development (30 minutes)**
	  i. Importance of Audience Analysis (10 mins)
	    a. Why It Matters: Explain how knowing the audience's background, interests, and expectations can significantly influence the effectiveness of a speech.
	    b. Impact on Content and Delivery: Discuss how audience analysis informs the choice of language, examples, tone, and style of delivery.
	    c. Examples: Provide examples of speeches tailored to specific audiences, such as a graduation speech versus a business presentation.
	  j. Techniques for Audience Analysis (10 mins)
	    a. Demographics: Explain how factors such as age, gender, education, and cultural background affect audience expectations and engagement.
	    b. Psychographics: Discuss how understanding the audience's beliefs, values, attitudes, and motivations can help in crafting a message that resonates.
	    c. Contextual Analysis: Cover the importance of understanding the setting, occasion, and audience's prior knowledge of the topic.
	  k. Adapting Speech Content and Delivery (10 mins)
	    a. Tailoring Content: Explain how to choose relevant examples, anecdotes, and arguments that align with the audience's interests and level of understanding.
	    b. Adjusting Delivery Style: Discuss how to modify tone, pace, and body language to suit the audience, whether they are formal or informal, small or large, supportive or skeptical.
	    c. Engagement Techniques: Offer tips for engaging the audience, such as asking questions, using interactive elements, and reading audience cues.
	
	9. Exercise (5 minutes) –
	
	Mini-Case Study: Present a brief scenario where students must analyze a

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	hypothetical audience (e.g., a group of high school students vs. a corporate boardroom) and suggest how they would adapt their speech content and delivery. Have a few students share their approaches.
Closure	6. Recap the importance of audience analysis and the key techniques discussed. 7. Assign students to choose a speech topic and write a brief analysis of a potential audience, detailing how they would adapt their speech to suit that audience. They should be ready to discuss their analysis in the next class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on a time when they had to speak in front of an audience and how they could have applied today's lesson. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.4	Course Name: Public Speaking and Presentation Skills Topic: Setting clear objectives	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: n. Understand the importance of setting clear objectives in personal and professional contexts. o. Learn the SMART criteria for setting effective objectives. p. Apply the concept of clear objectives in real-life scenarios.
Teaching Aids (if any)	f. ICT
Teaching Development	10. **Introduction** (5 minutes) - Explain that today's lesson will focus on how setting clear and well-defined objectives can significantly improve the likelihood of success in any endeavour. - Share a brief story or example of a successful project or initiative that was driven by clear objectives. 11. **Development (30 minutes)** l. **Importance of Setting Clear Objectives (10 mins)** a. Why Objectives Matter: Explain how clear objectives provide direction, focus efforts, and allow for effective tracking of progress. b. Impact on Success: Discuss how well-defined objectives can lead to better planning, resource allocation, and motivation. c. Examples: Provide examples of clear vs. vague objectives, showing how clarity leads to better outcomes. m. **Introduction to SMART Objectives (10 mins)**

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	a. Specific: Explain that objectives should be specific, clearly defining what is to be achieved.
	b. Measurable: Discuss the need for measurable criteria to track progress and determine when the objective has been achieved.
	c. Achievable: Emphasize the importance of setting realistic and attainable objectives.
	d. Relevant: Explain that objectives should be relevant to broader goals and aligned with priorities.
	e. Time-bound: Discuss the necessity of setting deadlines to create a sense of urgency and focus.
	n. Crafting SMART Objectives (10 mins)
	a. Step-by-Step Process: Walk students through the process of turning a vague goal into a SMART objective.
	b. Examples: Provide examples of SMART objectives in various contexts (e.g., academic, professional, personal).
	c. Common Pitfalls: Discuss common mistakes in objective setting, such as being too ambitious or not specific enough, and how to avoid them.
	12. Exercise (5 minutes) – **Objective Setting Exercise:** Have students work individually to convert a general goal they have (e.g., "I want to improve my grades") into a SMART objective. Ask a few students to share their SMART objectives with the class.
Closure	8. Recap the key elements of setting clear objectives, focusing on the SMART criteria.
	9. Assign students to write three SMART objectives related to their academic or personal goals. They should bring these to the next class for discussion.
	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students how they think setting clear objectives can impact their studies or personal projects.
	Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.5	Course Name: Public Speaking and Presentation Skills Topic: Structuring a speech, Topic Selection and Research.	Course No.: UGAEC-304 (C)

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Objectives	At the end of the lesson the student shall be able to: q. Understand the importance of selecting a suitable topic for a speech. r. Learn the steps involved in structuring a speech effectively. s. Apply these skills to create a well-organized speech outline.
Teaching Aids (if any)	g. ICT

Teaching Development	13. **Introduction** (5 minutes)
	- Explain that today's lesson will cover how to select an appropriate topic, structure a speech for maximum impact, and conduct the necessary research to support the speech content.
	- Share a brief example of a well-structured speech, highlighting how the topic choice and research made it compelling.
	14. Development (30 minutes)
	  o. Topic Selection (10 mins)
	    a. Importance of Topic Choice: Explain how choosing the right topic can engage the audience and make the speech more effective.
	    b. Factors to Consider: Discuss relevance, audience interest, speaker's knowledge, and passion.
	    c. Brainstorming Techniques: Introduce methods for generating ideas, such as mind mapping, free writing, and audience analysis.
	  p. Structuring a Speech (10 mins)
	    a. Introduction: Discuss the components of a strong introduction, including the hook, thesis statement, and preview of main points.
	    b. Body: Explain the importance of organizing the main points logically, using sub-points and transitions to maintain flow.
	    c. Conclusion: Highlight the need for a strong conclusion that summarizes key points, reinforces the thesis, and leaves a lasting impression.
	    d. Speech Outline Template: Provide a basic outline template that students can use to structure their speeches.
	  q. Conducting Research (10 mins)
	    a. Importance of Research: Emphasize the role of research in providing credibility, supporting arguments, and enhancing the speech's content.
	    b. Research Sources: Discuss different sources, such as books, academic journals, reputable websites, and interviews.
	    c. Evaluating Sources: Teach students how to assess the credibility and relevance of their sources.
	    d. Integrating Research: Explain how to effectively incorporate research findings into the speech, including citing sources and avoiding plagiarism.
	
	15. Exercise (5 minutes) –
	
	Outline Creation Exercise: Have students choose a topic and create a brief outline using the structure discussed. Encourage them to think about

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	potential research sources they would use. Select a few students to share their outlines with the class.
Closure	10. Recap the key points: the importance of topic selection, the steps in structuring a speech, and the role of research in speech preparation. 11. Assign students to fully develop their speech outlines, including selecting a topic, structuring the speech, and listing at least three credible sources for research. They should be ready to present their outlines in the next class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students how they feel about structuring a speech and what they found most challenging. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.1	Course Name: Public Speaking and Presentation Skills Topic: Drafting the Speech	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: t. Understand the key components of a speech draft: introduction, body, and conclusion. u. Learn techniques for writing a clear, engaging, and coherent speech. v. Apply drafting techniques to create a rough draft of a speech.
Teaching Aids (if any)	h. ICT

Teaching Development	16. **Introduction** (5 minutes)
	- "What makes a speech memorable? Is it the content, the delivery, or something else?"
	- Explain that today's lesson will focus on how to draft a speech that is well-organized, engaging, and tailored to the audience.
	- Share a short excerpt from a famous speech, highlighting how the speaker's word choice and structure contribute to its impact.
	
	17. **Development (30 minutes)**
	    r. Crafting the Introduction (10 mins)
	        a. Explain the importance of grabbing the audience's attention from the beginning. Discuss various techniques such as using a quote, asking a question, or telling a story.
	        b. Discuss the need for a clear thesis statement that outlines the main argument or purpose of the speech.
	        c. Explain how to briefly preview the main points that will be covered in the speech, setting the stage for what's to come.

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	s. Developing the Body (10 mins)
	   a. Organizing Main Points: Discuss how to arrange the main points logically, whether chronologically, by importance, or thematically.
	   b. Supporting Arguments: Explain how to use evidence, examples, anecdotes, and research to support each main point.
	   c. Transitions: Emphasize the importance of smooth transitions between points to maintain the flow and coherence of the speech.
	
	t. Writing the Conclusion (10 mins)
	   a. Discuss how to effectively summarize the main points covered in the speech.
	   b. Explain the need to restate the thesis in a way that reinforces the message.
	   c. Discuss techniques for leaving a lasting impression, such as a powerful quote, a call to action, or a thought-provoking statement.
	
	18. Exercise (5 minutes) –
	
	Drafting Exercise: Ask students to take a topic of their choice and spend a few minutes drafting an introduction, focusing on the hook, thesis, and preview of points. Encourage them to share their drafts with a partner for feedback.

Closure	12. Recap the key elements of drafting a speech: the introduction, body, and conclusion. 13. Assign students to complete the first draft of their speech, including a well-developed introduction, body, and conclusion. They should also identify areas where they might need to conduct further research or gather more evidence. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students how they feel about the drafting process and what they found most challenging. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.2	Course Name: Public Speaking and Presentation Skills Topic: Speech Rehearsal Techniques	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to:
	w. Understand the importance of rehearsing a speech for effective delivery.
	x. Learn various rehearsal techniques to improve speech performance.
	y. Apply rehearsal techniques to enhance confidence and clarity in speech delivery.
Teaching Aids (if any)	i. ICT
Teaching Development	19. **Introduction** (5 minutes)
	- How do you feel about practicing a speech before delivering it? What are some challenges you've faced?"
	- Explain that today's lesson will focus on techniques to rehearse a speech effectively, helping to reduce anxiety, improve delivery, and ensure a smooth performance.
	- Share a quick anecdote or example of a famous speaker who attributes their success to thorough rehearsal.
	20. **Development (30 minutes)**
	u. **Importance of Rehearsal (5 mins)**
	a. Why Rehearse?: Discuss how rehearsal helps in familiarizing oneself with the content, improving timing, and refining delivery.
	b. Impact on Confidence: Explain how practicing can reduce nervousness and increase confidence.
	v. **Rehearsal Techniques (15 mins)**
	a. Mirror Rehearsal: Discuss the technique of practicing in front of a mirror to observe body language, facial expressions, and gestures.
	b. Recording and Playback: Explain the importance of recording the speech and reviewing it to identify areas for improvement in tone, pace, and clarity.
	c. Chunking: Introduce the concept of practicing the speech in sections or "chunks" to master each part before combining them.
	d. Practice with a Timer: Emphasize the need to rehearse with a timer to ensure the speech fits within the allotted time.
	e. Peer Feedback: Discuss the value of practicing in front of a small audience, such as friends or classmates, and gathering constructive feedback.
	w. **Addressing Common Issues (10 mins)**
	a. Dealing with Nervousness: Offer strategies for managing anxiety, such as deep breathing, visualization, and positive self-talk during rehearsals.
	b. Improving Voice Modulation: Discuss techniques to practice varying pitch, tone, and volume to make the speech more engaging.
	c. Refining Gestures and Movement: Provide tips on using purposeful gestures and movement to enhance the speech without distracting the audience.
	21. Exercise (5 minutes) –

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	Paired Rehearsal: Have students pair up and practice a short section of their speech, using one of the rehearsal techniques discussed (e.g., mirror rehearsal or timed practice). Encourage them to give each other feedback on delivery and timing.
Closure	14. Recap the key rehearsal techniques and their benefits, reinforcing the importance of practice in speech preparation. 15. Assign students to rehearse their full speech using at least two of the techniques discussed in class. They should record their practice and bring the recording to the next class for peer review. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Class Reflection: Ask students which technique they found most useful and why. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.3	Course Name: Public Speaking and Presentation Skills Topic: Delivery Techniques-Vocal Delivery-Voice Modulation, Pace and Pauses, Pronunciation and articulation	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: z. Understand the significance of vocal delivery in enhancing the impact of a speech. aa. Develop skills to apply these techniques in various speaking scenarios. bb. Practice and refine vocal delivery to enhance clarity and engagement in speech delivery.
Teaching Aids (if any)	j. ICT
Teaching Development	22. **Introduction** (5 minutes) - "Have you ever heard a speaker whose voice captivated you? What made their delivery so effective?" - Explain that today's lesson will focus on vocal delivery techniques, which are crucial for making a speech engaging and impactful. - Play a short clip from a speech by a well-known orator, pointing out their use of voice modulation, pace, and articulation to draw in the audience. 23. **Development (30 minutes)** x. **Voice Modulation (10 mins)**

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	a. Definition and Importance: Explain that voice modulation involves varying the pitch, tone, and volume of your voice to maintain audience interest and emphasize key points. b. Techniques: c. Pitch Variation: Demonstrate how changing pitch can convey different emotions and highlight important parts of the speech. d. Volume Control: Discuss how adjusting volume can draw attention or create emphasis. e. Tone Adjustments: Explain how tone can influence the perceived meaning and mood of the speech. **y. Pace and Pauses (10 mins)** a. Controlling Pace: Discuss the importance of varying the speed of speech to maintain clarity and avoid monotony. Fast pacing can convey excitement, while slower pacing can emphasize important points. b. Strategic Pauses: c. Creating Emphasis: Explain how pauses can be used to let important points sink in or to create suspense. d. Avoiding Filler Words: Discuss how well-placed pauses can help eliminate filler words like "um" or "uh." **z. Pronunciation and Articulation (10 mins)** a. Clear Pronunciation: Emphasize the importance of pronouncing words correctly to avoid misunderstandings and to maintain credibility. b. Articulation Techniques: c. Exercises: Introduce exercises such as tongue twisters to improve clarity and articulation. d. Practicing Difficult Words: Encourage students to identify and practice pronouncing challenging words in their speech. 24. Exercise (5 minutes) – **Vocal Delivery Practice:** Have students choose a short excerpt from their speech and practice delivering it with a focus on voice modulation, pace, and pronunciation. Pair them up to practice with each other and provide feedback on their vocal delivery.
Closure	16. Recap the key techniques discussed: voice modulation, pace control, the use of pauses, and clear pronunciation and articulation. 17. Assign students to practice their full speech, paying special attention to the vocal delivery techniques covered in class. They should record their practice and prepare to share an excerpt in the next class. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on which vocal delivery technique they found most

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Lesson Plan No. 2.4	Course Name: Public Speaking and Presentation Skills Topic: Non-Verbal Communication	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to:
	   cc. Understand the significance of non-verbal communication in effective interpersonal interactions.
	   dd. Identify different types of non-verbal communication, including body language, facial expressions, gestures, posture, and eye contact.
	   ee. Develop skills to interpret and use non-verbal communication effectively in various contexts.

Teaching Aids (if any)	k. ICT

Teaching Development	25. **Introduction** (5 minutes)
	   - "How much do you think you communicate without using words? Can you recall a situation where someone's body language said more than their words?"
	   - Explain that today's lesson will focus on non-verbal communication and its powerful role in conveying messages beyond words.
	   - Share an example or short video clip demonstrating effective non-verbal communication, such as a silent film or a scene with minimal dialogue but strong non-verbal cues.
	
	26. **Development (30 minutes)**
	   aa. Overview of Non-Verbal Communication (5 mins)
	      a. Definition and Importance: Explain that non-verbal communication includes all forms of communication without words, such as body language, facial expressions, gestures, and eye contact. Highlight its importance in conveying emotions, attitudes, and reinforcing or contradicting verbal messages.
	   bb. Types of Non-Verbal Communication (15 mins)
	      a. Body Language: Discuss how posture, stance, and movement can communicate confidence, openness, or defensiveness.
	      b. Facial Expressions: Explain how expressions convey emotions like happiness, anger, surprise, and confusion. Emphasize the universality of some expressions.
	      c. Gestures: Explore how gestures can support or contradict verbal messages. Mention cultural differences in the meaning of gestures.
	      d. Eye Contact: Discuss the role of eye contact in showing attentiveness, confidence, and honesty, as well as how too

much or too little can affect communication.

    e. Proxemics (Personal Space): Introduce the concept of personal space and how distance between people during communication can indicate intimacy, authority, or discomfort.

    f. Paralanguage: Explain how tone, pitch, volume, and speaking style contribute to non-verbal communication.

cc. Interpreting and Using Non-Verbal Cues (10 mins)

    a. Reinforcing Verbal Communication: Discuss how non-verbal cues can complement and strengthen the spoken message.

    b. Contradicting Verbal Communication: Explain how inconsistent non-verbal cues can create confusion or mistrust, such as when someone says they're fine but their body language suggests otherwise.

    c. Cultural Considerations: Highlight the importance of being aware of cultural differences in non-verbal communication, as gestures and expressions can vary widely between cultures.

27. Exercise (5 minutes) –

Role-Playing Exercise: Pair students and have them engage in a simple conversation where they must focus on using non-verbal cues to convey a specific emotion (e.g., excitement, nervousness, or disinterest). Afterward, partners will guess each other's intended emotion based solely on non-verbal communication.

Closure	18. Recap the key types of non-verbal communication discussed: body language, facial expressions, gestures, eye contact, and paralanguage. 19. Assign students to observe a conversation (in person or on video) and analyze the non-verbal communication used. They should write a short reflection on how non-verbal cues supported or contradicted the verbal message. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on how they use non-verbal communication in their daily interactions and what they learned from the role-playing exercise. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.5	**Course Name: Public Speaking and Presentation Skills**	**Course No.: UGAEC-304 (C)**

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	Topic: Audience Engagement	

Objectives	At the end of the lesson the student shall be able to: ff. Understand the importance of audience engagement in effective communication and public speaking. gg. Develop skills to interact with the audience, create a connection, and encourage participation. hh. Practice strategies to adjust presentations based on audience feedback and reactions.
Teaching Aids (if any)	l. ICT

Teaching Development	28. **Introduction** (5 minutes)
	- "Have you ever attended a presentation that kept you completely engaged? What did the speaker do to hold your attention?"
	- Explain that today's lesson will focus on audience engagement, which is key to delivering a successful speech or presentation.
	- Share a quick anecdote or video clip of a speaker who effectively engaged their audience, pointing out specific techniques used.
	29. **Development (30 minutes)**
	dd. Importance of Audience Engagement (5 mins)
	    a. Definition and Relevance: Explain that audience engagement is the speaker's ability to capture and maintain the attention and interest of the audience. Highlight its importance in ensuring the message is effectively communicated and retained.
	    b. Benefits: Discuss the benefits of audience engagement, such as increased retention of information, positive feedback, and a more interactive and dynamic presentation.
	ee. Techniques for Engaging the Audience (20 mins)
	    a. Know Your Audience:
	        i. Audience Analysis: Discuss how understanding the audience's background, interests, and expectations can help tailor the presentation to their needs.
	        ii. Personalization: Explain the importance of using language, examples, and references that resonate with the audience.
	    b. Start Strong:
	        i. Attention-Grabbing Openings: Teach strategies like asking a thought-provoking question, sharing a surprising fact, or telling a compelling story to immediately engage the audience.
	    c. Use Visual Aids:
	        i. Effective Visuals: Discuss how images, videos, and slides can enhance understanding and keep the audience's attention.
	        ii. Avoiding Overload: Explain the importance of not overwhelming the audience with too much text or overly complex visuals.
	    d. Interactive Techniques:
	        i. Asking Questions: Encourage asking the audience

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questions throughout the presentation to keep them involved and thinking.

    ii. Polls and Surveys: Introduce the use of live polls or quick surveys to gauge audience opinion and make the session more interactive.

  e. Storytelling:

    i. Relatable Stories: Discuss how telling stories that the audience can relate to can make the presentation more engaging and memorable.

    ii. Emotional Connection: Explain how stories that evoke emotions can deepen audience engagement.

  f. Body Language and Eye Contact:

    i. Non-Verbal Cues: Emphasize the role of body language, facial expressions, and eye contact in making the audience feel involved and connected to the speaker.

    ii. Movement: Discuss how moving around the stage or engaging different sections of the audience can maintain interest.

ff. Responding to Audience Feedback (5 mins)

  a. Adapting on the Fly: Teach strategies for adjusting the presentation based on audience reactions, such as slowing down if they seem confused or elaborating on points that generate interest.

  b. Encouraging Participation: Discuss ways to encourage questions and feedback during and after the presentation, making the audience feel more involved.

30. Exercise (5 minutes) –

Interactive Mini-Presentation: Have students prepare a 1-minute introduction to a topic of their choice, focusing on using one or two audience engagement techniques discussed. They will present to a small group and receive feedback on their engagement strategies.

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<tr><td>**Closure**</td><td>

20. Recap the key techniques for engaging an audience: knowing your audience, starting strong, using visual aids, storytelling, and non-verbal communication.

21. Assign students to prepare a short presentation (2-3 minutes) on any topic, focusing on using at least three audience engagement techniques. They should practice this at home, paying attention to how they might adjust based on audience feedback.

Spend 5 minutes to wrap up and consolidate the learnings

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<tr><td>**Evaluation**</td><td>

Ask students to reflect on which technique they found most effective and how they plan to incorporate it into their future presentations.

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| Model Institute of Engineering |
| & Technology (Autonomous) |
| Dr. Arun K. Gupta Teaching-Learning Centre |

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Kot Bhalwal, Jammu

| Spend 5 minutes to evaluate student assimilation of the lesson contents |

| Lesson Plan No. 3.1 | Course Name: Public Speaking and Presentation Skills
Topic: Designing Effective Visual Aids | Course No.: UGAEC-304 (C) |

Objectives	At the end of the lesson the student shall be able to: ii. Understand the role and importance of visual aids in presentations. jj. Identify common mistakes in visual aid design and how to avoid them. kk. Develop skills to create visual aids that enhance communication and audience understanding.
Teaching Aids (if any)	m. ICT

Teaching Development	31. **Introduction** (5 minutes)
	- "Think about the last presentation you saw—what role did visual aids play in helping you understand the message? Were they effective?"
	- Explain that today's lesson will focus on how to design visual aids that not only support but enhance your presentation, making it more engaging and easier to understand.
	- Show two examples of visual aids: one well-designed and one poorly designed. Ask the class which one they find more effective and why.
	32. **Development (30 minutes)**
	gg. The Importance of Visual Aids (5 mins)
	    a. Role in Communication: Explain how visual aids can clarify complex information, highlight key points, and keep the audience engaged. Mention the importance of visuals in aiding memory retention.
	    b. Types of Visual Aids: Briefly introduce different types of visual aids, such as slides, charts, graphs, images, videos, and physical objects.
	hh. Principles of Effective Visual Aid Design (15 mins)
	    a. Simplicity:
	        i. Avoiding Overload: Discuss the importance of keeping visual aids simple and focused on one key idea per slide or visual.
	        ii. Use of White Space: Explain how white space (empty space) can help reduce clutter and make the visual aid easier to read and understand.
	    b. Clarity:
	        i. Legibility: Stress the importance of choosing readable fonts, appropriate font sizes, and high contrast between text and background.
	        ii. Clear Titles and Labels: Emphasize that every visual should have a clear title, and all elements should be clearly labelled.
	    c. Consistency:
	        i. Design Uniformity: Discuss how maintaining

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consistent fonts, colours, and styles throughout a presentation helps create a cohesive look and feel.

   ii.   Branding: If applicable, explain how to incorporate branding elements, like company colours or logos, consistently.

d.   Relevance:

   i.   Supporting Content: Explain that every visual aid should directly support and relate to the content being discussed, avoiding unnecessary or decorative visuals.

   ii.   Audience-Centered Design: Discuss tailoring visuals to the audience's level of understanding and interests.

ii. Common Mistakes and How to Avoid Them (10 mins)

a.   Overloading Slides with Text: Discuss the problem of too much text on a slide and how it distracts rather than aids understanding. Introduce the "6x6 rule" (no more than 6 words per line, 6 lines per slide) as a guideline.

b.   Inconsistent or Distracting Design: Explain how inconsistent use of colours, fonts, or themes can confuse the audience. Provide tips for maintaining a consistent style.

c.   Poor Quality Images and Graphics: Emphasize the need for high-quality images and graphics, explaining that blurry or pixelated visuals can undermine credibility.

d.   Ignoring Accessibility: Highlight the importance of designing visual aids that are accessible to all audience members, including those with visual impairments. Discuss the use of alt text, high contrast, and readable fonts.

33. Exercise (5 minutes) –

Design Critique Exercise: Display a few example slides or visuals and have the class critique them based on the principles discussed. Encourage students to identify what works well and what could be improved.

Closure	22. Recap the key principles of designing effective visual aids: simplicity, clarity, consistency, and relevance. Emphasize the importance of avoiding common mistakes like text overload and inconsistent design. 23. Assign students to redesign a poorly made slide (provided by the teacher or created by the student) using the principles learned in class. They should bring their redesigned slide to the next session. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on how they will apply these principles in their own presentations. Spend 5 minutes to evaluate student assimilation of the lesson contents

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Lesson Plan No. 3.2	Course Name: Public Speaking and Presentation Skills Topic: Technology in Presentations, Technical Trouble shooting,	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: ll. Understand the role of technology in enhancing presentations. mm. Learn about different tools and technologies used in presentations. nn. Develop skills to troubleshoot common technical issues during presentations.
Teaching Aids (if any)	n. ICT

Teaching Development	34. **Introduction** (5 minutes)
	- How many of you have experienced a technical glitch during a presentation? How did you handle it?"
	- Explain that today's session will focus on the technologies that can enhance presentations and how to troubleshoot common technical issues.
	- Share a brief anecdote about a famous presentation that was saved or ruined by technology, setting the stage for the importance of mastering these tools.
	35. **Development (30 minutes)**
	  jj. **Role of Technology in Presentations (10 mins)**
	    a. Enhancing Communication: Discuss how technology, such as projectors, digital whiteboards, and software like PowerPoint or Prezi, can make a presentation more engaging and easier to understand.
	    b. Interactive Tools: Introduce interactive technologies like audience response systems (e.g., Kahoot, Mentimeter) that allow real-time audience engagement.
	    c. Multimedia Integration: Explain how videos, animations, and sound can be integrated into presentations to create a more dynamic experience.
	  kk. **Tools and Technologies for Presentations (10 mins)**
	    a. Presentation Software: Overview of popular presentation tools (PowerPoint, Google Slides, Prezi, Canva) and their unique features.
	    b. Hardware Considerations: Discuss the importance of understanding the hardware involved—laptops, projectors, clickers, microphones, and adapters.
	    c. Cloud Storage and Backup: Explain the importance of storing presentations in the cloud (Google Drive, Dropbox) for easy access and sharing. Discuss the benefits of having a backup copy on a USB drive.
	  ll. **Technical Troubleshooting (10 mins)**

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	a. Common Issues: Identify common technical problems such as connectivity issues, display problems, and software crashes.
	b. Troubleshooting Steps:
	i. Connectivity Problems: Steps to check connections, switch cables, and use alternative methods (e.g., connecting wirelessly).
	ii. Display Issues: Troubleshoot projector or display settings, adjusting resolution, and identifying source/input issues.
	iii. Software Glitches: Explain how to close and reopen software, use task manager for frozen programs, and access autosaved versions.
	iv. Preventive Measures: Discuss the importance of arriving early to test equipment, having spare batteries for clickers, and knowing how to switch between backup options quickly.
	36. Exercise (5 minutes) – **Simulated Troubleshooting:** Set up a mock scenario where a presentation encounters a common technical problem (e.g., the projector isn't displaying the laptop screen). Have students work in pairs to troubleshoot the issue, using the steps discussed.
Closure	24. Summarize the key points covered role of technology, tools available, and troubleshooting strategies. 25. Ask students to prepare a short presentation using at least two different technologies discussed (e.g., PowerPoint with embedded video and an interactive polling tool). They should also write a short plan for how they would troubleshoot potential issues they might face during their presentation. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on how they will apply these technques in their own presentations. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.3	Course Name: Public Speaking and Presentation Skills Topic: Delivering Virtual Presentations	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: oo. Understand the unique challenges and opportunities of virtual presentations. pp. Learn best practices for engaging an online audience. qq. Develop skills in using virtual presentation tools and platforms effectively.
Teaching Aids (if any)	o. ICT
Teaching Development	37. **Introduction** (5 minutes) - "What has been your experience with virtual presentations? What challenges did you face?" - Explain that today's lesson will focus on how to deliver effective virtual presentations, a skill increasingly important in both academic and professional settings. - Share an example of a successful virtual presentation, highlighting what made it effective. Contrast it briefly with an example of a poor virtual presentation to emphasize the importance of preparation and engagement. 38. **Development (30 minutes)** mm. **Understanding the Virtual Environment (10 mins)** a. Challenges of Virtual Presentations: Discuss the main challenges, such as lack of physical presence, potential technical issues, and difficulty in gauging audience engagement. b. Opportunities in Virtual Presentations: Highlight the advantages, such as the ability to reach a global audience, the use of interactive tools, and flexibility in presentation format. c. Technical Considerations: Review key technical aspects, including stable internet connection, camera and microphone quality, and the importance of lighting and background. nn. **Best Practices for Engaging an Online Audience (10 mins)** a. Visual and Vocal Presence: i. Camera Positioning: Emphasize the importance of positioning the camera at eye level for better eye contact with the audience. ii. Vocal Techniques: Discuss how to modulate voice, use pauses effectively, and maintain energy to keep the audience engaged. b. Interactive Elements: i. Polls and Q&A: Introduce tools like Zoom polls, Slido, or Mentimeter to make the session interactive. ii. Chat and Reactions: Encourage the use of chat functions and reactions (e.g., thumbs up, clapping) to foster engagement. c. Slide Design for Virtual Presentations: i. Simplicity and Clarity: Stress the need for clean, uncluttered slides with clear and concise information. ii. Use of Visuals: Highlight the importance of visuals (images, charts) to maintain audience interest and

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enhance understanding.

oo. Delivering the Presentation (10 mins)

    a. Preparation: Emphasize the importance of rehearsing in the virtual environment, including testing all equipment, software, and internet connection.

    b. Managing Technical Issues:

        i. Backup Plan: Discuss the importance of having a backup plan, such as a secondary device, in case of technical failures.

        ii. Dealing with Disruptions: Provide strategies for handling disruptions, such as unexpected noise or participants dropping out due to connectivity issues.

    c. Post-Presentation Interaction:

        i. Q&A Sessions: Tips for handling Q&A effectively, including managing time and ensuring all participants feel heard.

        ii. Follow-Up: Discuss the importance of sending follow-up materials, such as a recording of the presentation, slides, or additional resources.

39. Exercise (5 minutes) –

Mock Virtual Presentation: Have students participate in a short virtual presentation simulation. One student presents for 2-3 minutes on a given topic, while others participate as the audience using virtual tools like chat, reactions, or polling.

Closure	26. Recap the key points discussed, including the importance of technical preparation, engaging the audience, and effective presentation delivery in a virtual environment. 27. Assign students to prepare a 5-minute virtual presentation on a topic of their choice, incorporating the best practices discussed. They should also prep Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Ask students to reflect on what they found most challenging or interesting about virtual presentations. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.4	Course Name: Public Speaking and Presentation Skills Topic: Types of Presentations- Informative Presentations, Persuasive	Course No.: UGAEC-304 (C)

Objectives	At the end of the lesson the student shall be able to: rr. Understand the key characteristics and purposes of different types of presentations: Informative, Persuasive, Business, and Professional. ss. Develop the ability to choose the appropriate presentation style based on the audience and objectives.
Teaching Aids (if any)	p. ICT

Teaching Development	40. **Introduction** (5 minutes)
	- "When was the last time you gave a presentation? What was the purpose of that presentation?"
	- Explain that the focus of today's session will be on understanding the different types of presentations and how to tailor each one to achieve specific objectives.
	- Share brief examples of a well-known informative presentation (e.g., TED Talk), a persuasive speech (e.g., political campaign), and a business presentation (e.g., Apple product launch), highlighting the differences in style and purpose.
	41. **Development (30 minutes)**
	pp. Informative Presentations (10 mins)
	    a. Definition and Purpose: Explain that the primary goal of an informative presentation is to educate or inform the audience about a specific topic.
	    b. Structure:
	        i. Introduction: Clearly state the topic and its relevance.
	        ii. Body: Present facts, data, and detailed explanations in a logical order.
	        iii. Conclusion: Summarize the key points and reinforce the main message.
	    c. Examples: Discuss examples such as educational lectures, training sessions, and news reports.
	    d. Key Tips: Emphasize clarity, accuracy, and the importance of presenting complex information in an easy-to-understand manner.
	qq. Persuasive Presentations (10 mins)
	    a. Definition and Purpose: Explain that a persuasive presentation aims to convince the audience to adopt a particular viewpoint or take a specific action.
	    b. Structure:
	        i. Introduction: Introduce the topic and establish the need or problem.
	        ii. Body: Present arguments, supported by evidence, to persuade the audience.
	        iii. Conclusion: End with a strong call to action or a memorable statement that reinforces your argument.
	    c. Examples: Discuss examples like marketing pitches, political speeches, and fundraising appeals.
	    d. Key Tips: Highlight the importance of understanding the audience, using emotional appeals, and building a strong

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	logical argument.
	rr. Business and Professional Presentations (10 mins)
	a. Definition and Purpose: Explain that business and professional presentations are used to communicate information, ideas, or proposals within a professional context, often with the goal of decision-making or problem-solving.
	b. Structure:
	i. Introduction: Clearly state the purpose of the presentation and the agenda.
	ii. Body: Present key points with a focus on data, analysis, and actionable insights.
	iii. Conclusion: Provide a summary and outline next steps or recommendations.
	c. Examples: Discuss examples such as project updates, business proposals, and boardroom presentations.
	d. Key Tips: Stress the importance of professionalism, clear communication, and tailoring the presentation to the specific needs of the audience.
	42. Exercise (5 minutes) –
	Group Activity: Divide students into small groups and assign each group a type of presentation (Informative, Persuasive, or Business). Have them quickly brainstorm a topic and outline the structure of their presentation. Each group will briefly present their outline to the class.
Closure	28. Recap the key differences between Informative, Persuasive, and Business presentations. Reinforce the idea that choosing the right type of presentation is crucial for effectively communicating your message.
	29. Assign students to choose a topic and prepare a short outline for each type of presentation (Informative, Persuasive, Business). They should also reflect on the differences in approach and style for each outline.
	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	Encourage students to think about which type of presentation they feel most comfortable with and which they need to work on.
	Spend 5 minutes to evaluate student assimilation of the lesson contents

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