

Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium) - Semester I

Current Syllabus	Proposed Syllabus
English A: Empowering English I	
Code: 10101	

	Cr	L	T	D (EE)	EE	IE	T
English A: Empowering English (Code: 10101)	04	03	01	2 Hrs.	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students’ reading, writing, listening and speaking skills in English. 2. Make students read thematically related literary texts to make them informed about social issues and utilize the literary texts to improve students’ vocabulary, and, also their ability to skim and scan written material. 3. Improve written language by engaging students in writing personal letters on the topics they are likely to write in daily situations; and, also by training them to write descriptive prose. 4. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 5. Teach students to speak English required for routine daily conversations, combining it with training in listening to similar talks. 6. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes:</p> <p>At the end of Semester I, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Reading of short imaginative texts to learn new words and acquire information about themes/issues. 2. Writing grammatically correct sentences to communicate through letters or short prose passage. 3. Understanding of spoken English and ability to converse in English about routine matter. 	

Current Syllabus		Proposed Syllabus/Changes							
Module	Topics and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
I. Reading Comprehension and Vocabulary Enhancement	<p>Module Specific Objectives: To inform students about social issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material</p> <p>Selected two short fictions from <i>Separate Journeys</i>, Ed. Geeta Dharmarajan, Katha Publication, 2002.</p> <ol style="list-style-type: none"> 1. 'Bayen', Mahashweta Devi 2. 'The Decision', T Janki Rani <p>OR</p> <p>Selected two short fictions from <i>Bitter Fruit: The Very Best of Saadat Hasan Manto</i>, Edited and Translated by Khalid Hassan, Penguin Books, 2008.</p> <ol style="list-style-type: none"> 1. 'Toba Tek Singh', Saadat Hasan Manto 2. 'The Dog of Titwal', Saadat Hasan Manto <p>OR</p> <p>Selected two short fictions from <i>The Ruskin Bond Omnibus</i>, Ed. Ruskin Bond, Rupa and Co., 2004.</p> <ol style="list-style-type: none"> 1. 'The Khan's Treasure', Ruskin Bond 2. 'In a Crystal Ball: A Mussoorie Mystery', Ruskin Bond 				25	15	1	10	20

	<p>Note: The teacher may select any two stories from the recommended selections for the semester. The teacher is expected to make a glossary of words with their meanings and forms from the story.</p>								
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<p>II. Letter Writing Skill</p>	<p>Module Specific Objectives: To prepare students to write personal letters on various topics</p> <p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class for a personal letter; the letters should be properly paragraphed and of about 350 words:</p> <ol style="list-style-type: none"> 1.To a friend about how the writer spent summer vacation 2.To a cousin to share an interesting experience/incident 3.To an invalid family member asking after his/her health 4.To a dear one about how the writer misses him/her 5.To someone to congratulate about his/her achievement <p>(Note: The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services.)</p>				25	15	1	10	10

<p>III. Guided Essay Writing Skills</p>	<p>Module Specific Objective: Prepare students to write descriptive prose</p> <p>Practise descriptive essay writing develop a composition of about 1000 words. The focus on understanding the topic, consistency subject matter, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p>				25	15	1	10	10
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<p>IV. Listening and Speaking Skills; Understanding Grammar</p>	<p>Module Specific Objectives: To prepare students to listen to spoken English, to speak English required for routine daily conversations and also focus on grammar topics to improve writing and speaking skills</p> <ol style="list-style-type: none"> 1. The teacher can read out from news or feature articles in the class and then question students to test their comprehension. 2. The teacher is expected to use podcasts or any other online resource for improving listening skills. 3. For conversation practice the teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. 4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want-somebody-to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.) 			<p>Recommended Change: Removal of the following grammar topics: specific use of 'want- somebody-to', 'it- takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.)</p>	25	15	1	20	10
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Evaluation Scheme:

Internal Examination: Weightage: 50 Marks

The continual internal assessment could be a project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment.

External Examination: Weightage: 50 Marks

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test comprehension of language, interpretation of situations and ability to write personal responses. (Marks10)
 B. Objective questions about the short stories. The questions should aim to check the students’ familiarity with the text. (Marks 05)
2. Personal letter writing. Give a choice of two questions, students will attempt one question. Expected Length: 350 words. (Marks 10)
3. Grammar based questions. (Marks 10)
4. Guided essay writing. Expected length: 750 words. No choice of topics. (Marks 15)

Bibliography:

A. Essential Reading:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Hassan, Khalid ed. and trans., *Bitter Fruit: The Very Best of Saadat Hasan Manto*. Penguin Books. 2008.
3. Dharmarajan, Geeta, ed. *Separate Journeys*. Ed. Geeta Dharmarajan. Katha Publication. 2002.
4. Bond, Ruskin ed., *The Ruskin Bond Omnibus*. Rupa and Co. 2004.
5. *Six Minute English*. Podcasts broadcast by British Broadcasting Corporation (BBC).

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
2. Swan, Mechael, Walter, Catherine. *Oxford English Grammar Course*. Catherine Walter. Oxford. 2012
3. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.

4. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
5. Kumar, Sanjay, Lata, Pushp, *Communication Skills*. Oxford University Press.
6. Hoge, AJ, *Effortless English*. LLC. 2014
7. Ed. Kohli, Suresh, Om Books International, 2021.

Bachelor of Commerce with AFI

Syllabus for Core Component (CC) English (English Medium) - Semester I

Current Syllabus	Proposed Syllabus
English A: Basics of Business Communication	
10223A	

	Cr	L	T	D (EE)	EE	IE	T
English A: Basics of Business Communication	04	03	01	2 hrs.	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To equip students with basic knowledge and importance of effective communication in business and to improve written language in communication. 2. To develop writing skills for business correspondence 3. To focus on grammar topics that would improve writing and speaking skills <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Apply business communication strategies and principles for effective communication for business situations. 2. Writing grammatically correct sentences to communicate through business letters. 3. Ability to converse in English about routine matter. 	

Current Syllabus		Proposed Syllabus/Changes							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
I Theory of Communication	<p>Module Specific Objective: Inform students of theory behind effective communication</p> <p>Following topics to be covered</p> <ul style="list-style-type: none"> • Process of Communication • Channels of Communication • Modes of Communication- Verbal and Non-Verbal • Barriers to Communication 				25	15	1	15	10

II Theory and Practice of Letter Writing	<p>Module Specific Objective: Train students in writing effective letters and introduce them to layouts and formats of letters and emails.</p> <p>Theory of Letter Writing</p> <ul style="list-style-type: none"> • Language and Layout of Letters • Parts of a Letter • Requisites of Effective Business Letter Writing • E-mail writing <p>Practical Letter Writing Skills</p> <ul style="list-style-type: none"> • Letters of Inquiry and Replies • Letters placing Orders and Replies • Letters of Complaint and Adjustments 				25	15	1	15	15

III Listening and Speaking Skills	Module Specific Objective: Prepare students to listen to English and provide practice to speak English Listening and Speaking Skills <ul style="list-style-type: none"> • Public Speaking • Group Discussion • News Presentation • Listen to Business News • Listening to Podcasts • Vocabulary Building 			Added: Listen to Business News Removed: Listening to Podcasts and Vocabulary Building	25	15	1	10	15
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IV. Understanding Grammar Reading Comprehension	Module Specific Objective: Brushing up grammar to improve written language <ul style="list-style-type: none"> • Verbs of 'to be' • Tenses • Active-Passive Voice • Modal Verbs • Forming Interrogatives • Reading and Comprehension (Unseen) 			Removed: <ul style="list-style-type: none"> • Reading Comprehension • Modal Verbs • Forming Interrogatives • Reading and Comprehension (Unseen) 	25	15	1	10	10

Evaluation Scheme:

Internal Examination: Weightage: 50 Marks

A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written test or class notebook assessment:

External Examination: Weightage: 50 Marks

Question Paper Pattern

Q.1 Questions on the theory of communication. (Short notes: two out of three) (Marks: 10)

Q.3 Practical Letter writing. (Two out of three) (Marks: 20)

Q.4 Grammar based questions. Do as directed. (Marks 10)

Q.5 Theory of letter writing (Marks:10)

Bibliography:

Essential Reading:

1. Rai, Urmila & Rai, S.M. *Business Communication*. Himalaya Publishing House, Mumbai, 1991.
2. Sen, Leena. *Communication Skills*. Phi Learning Pvt. Ltd., New Delhi, 2010.
3. Murphy, Raymond. *Essential English Grammar*. Cambridge University Press, 1990.

Additional Reading:

1. Raman, Meenakshi, and Prakash Singh. *Business Communication*. Oxford University Press, Mumbai, 2006.
2. Monipally, Matthukutty. *Business Communication Strategies*, Tata McGraw Hill, Mumbai, 2010.
3. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.

Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) - Semester I

Current Syllabus	Proposed Syllabus
English A: Starting with English I	
10111	

	Cr	L	T	D (EE)	EE	IE	T
English A: Starting with English (10111)	04	03	01	2 hrs.	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students’ reading, writing, listening and speaking skills in English. 2. Make students read thematically related literary texts to make them informed about issues and utilise the literary texts to improve students’ vocabulary; and also their ability to skim and scan written material. 3. To understand the importance of effective communication in business by learning about the theory of business communication and also improve written language by writing letters of enquiry and reply to enquires. 4. Prepare students to listen to spoken English with the help of information and communication technology (ICT). 5. Teach students to speak English required for routine conversations, combining it with training in listening to similar talks. 6. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes: At the end of Semester I, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Reading of short imaginative texts to learn new words and acquire information about themes. 2. Apply business communication strategies and principles to prepare effective communication for business situations. 3. Writing grammatically correct sentences to communicate through business letters. Understanding of spoken English and ability to converse in English about routine matter. 	

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Current Syllabus		Proposed Syllabus/Changes							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instructi on Hours	Credits	Evaluation	
								IE Weighta ge	EE Weightag e
II Reading Comprehen sion and Vocabulary Enhanceme nt	<p>Module Specific Objective: To inform about social/cultural issues and utilize the literary texts to improve students' vocabulary; and, also their ability to skim and scan written material.</p> <p>Selected two short fictions from <i>Imaging the Other</i>, Ed. Sara Raj, Katha-1999.</p> <ol style="list-style-type: none"> 'The Stove', Premendra Mitra 'Theresa's Man', Damodar Mauzo <p>OR</p> <p>Selected story from <i>Feluda</i> – Satyajit Ray, Trans. Gopa Majumdar, Penguin Evergreens, Penguin Books, India, 2011.</p> <ol style="list-style-type: none"> 'Kailash Chowdhury's Jewel' <p>OR</p> <p>Selected two short fiction from <i>Indian Short Stories(1900- 2000)</i> – Ed. E.V. Sahitya Akademi, , New Delhi, 2000.</p>				25	15	1	10	15

1. 'The Shroud',
Premchand
2. 'In the Flood',
Thakazhi
Sivasankara
Pillai

The teacher may select two stories from the recommended titles. The teacher is expected to make a glossary of words with their meanings relevant to the story.

II Business Communi cation	<p>Module Specific Objective: To understand the importance of effective communication in business. To introduce students to the theory of Business Communication.</p> <ol style="list-style-type: none"> 1. Objectives and process of business communication 2. Parts of formal/business letters 3. Layouts of a business letters 4. Theory of Inquiry Letters and Reply to Inquiry 				25	15	1	10	10
III Business Letter Writing	<p>Module Specific Objective: To apply understanding of Business Communication to practical letter writing</p> <ol style="list-style-type: none"> 1. Letters of Business Inquiry 2. Letters of Reply to Business Inquiry <p>Note: The students would be asked to send the letters also as emails and thus become familiar with the interface of email services.</p>				25	15	1	15	15

<p>IV Listening, speaking; Understa nding Grammar</p>	<p>Module Specific Objective: To prepare students to listen to spoken English, to speak English required for routine daily conversations and focus on grammar topics to improve writing and speaking skills</p> <p>The teacher can read out from news or feature articles in the class and then question students to test their comprehension.</p> <ol style="list-style-type: none"> 1. The teacher is expected to use podcasts or any other online resource for improving listening skills. 2. For conversation practice teacher should make students speak sentences in chorus, and then move on to longer dialogues and role plays. <p>4. Grammar Modules to be covered in the semester: verbs of 'to be'; tenses; active and passive voice; specific use of 'want-somebody- to', 'it-takes-(time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.)</p>			<p>Removed: specific use of 'want-somebody- to', 'it-takes- (time) to do' and 'get' (as in get married, get dressed, get back, get home and so on.)</p>	25	15	1	15	10

Evaluation Scheme:**Internal Assessment: Weightage: 50 Marks**

Internal assessment should be continual and regular. A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written tests or class notebook assessment can be used for internal assessment.

External Examination: Weightage: 50 Marks

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 10)
B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. A. Business Communication Theory and layout of letters. (Marks 10)
3. Enquiry and Reply to Enquiry. Give a choice of two topics each, student will attempt one from each part. (Marks 15)
4. Grammar. (Marks 10)

Bibliography:

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Doctor and Doctor. *Principles and Practice of Business Communication*. Sheth Publishers Pvt. Ltd. 2003.
3. Rai, Sara.ed. *Imaging the Other*, Katha-1999.
4. Ray, Satyajit. Trans. Gopa Majumdar. *Feluda – Satyajit Ray*, Penguin Evergreens, Penguin Books, India, 2011.
5. *Indian Short Stories(1900-2000)* – Ed. E.V. Sahitya Akademi, , New Delhi, 2000.

B. Additional Reading:

1. *Practical English Usage*. Michael Swan. Oxford University Press. 2017
2. *Oxford English Grammar Course*. Michael Swan, Catherine Walter. Oxford. 2012
3. *English Conversation Practice*. Grant Taylor. Macgraw Hill Education. 2001.
4. *Navneet Speakwell English*. Navneet. Navneet Publications. 2017.
5. *Communication Skills*. Sanjay Kumar, Pushp Lata. Oxford University Press.
6. *Effortless English*. AJ Hoge. LLC. 2014
7. *Business Communication: Skill Building Approach*. Sanjeev Dhawan. Pearl Books. 2010.
8. *Essentials of Business Communication*. N.C Jain and Saakshi. Aitbs Publishers, India. 2012.

Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium) - Semester III

Current Syllabus	Proposed Syllabus
English A: Reading, Writing and Thinking in English I	
30301	

	Cr	L	T	D (EE)	EE	IE	T
English A: Reading, Writing and Thinking in English I							
(30301)	04	03	01	2 hrs.	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students' reading, writing, listening and speaking skills in English. 2. Make students read prose non-fiction passages to teach them to analyse, synthesise and interpret ideas presented; improve vocabulary through reading the passages. 3. Train students to write reports and descriptive prose. 4. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 5. Teach students to speak English required for various purposes. 6. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes: At the end of Semester III, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Critical reading of short non-fiction texts to raise relevant questions about it 2. Writing reports and descriptive paragraphs 3. Speak in English on variety of topics 4. Acquire understanding of grammar for effective communication 	

Current Syllabus		Proposed Syllabus/Changes							
Module	Topic and Details Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instructi on Hours	Credits	Evaluation	
								IE Weighta ge	EE Weightag e
Module I: Reading Comprehen sion, Listening Skills, Vocabulary Enhanceme nt	<p>Module Specific Objective: To inform students about social/cultural issues and utilize the prose texts to improve students' listening skills, vocabulary and also their ability to skim and scan written material</p> <p>Any four prose passages from the following texts: A. <i>New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition) OR B. <i>Insights: A Course in English Literature and Language</i>, K. Elango, Orient Blackswan, New Delhi, 2009.</p> <p>Note: The teacher should select any four non-fiction passages from the recommended volumes, depending on the students' responses. The teacher is expected to read out the non-fiction passages and prepare exhaustive glossary of all the unfamiliar words; the teacher should also train students to question the writer's point of view/argument and understand why the writer says what he does.</p>				25	15	1	10	20

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<p>II Module II A: Writing Skill Report Writing</p>	<p>Module Specific Objective: To prepare students to write news reports and event reports</p> <p>Some of the example topics are listed below:</p> <p>Newspaper Reports: a. Curfew Day over a Pandemic b. Inauguration of an Educational Institute c. Road Accident d. Lynching by a Mob</p> <p>Event/Visit Reports: a. College Day b. College Visit to Nature Park/Museum c. Students Celebrating a Reunion d. An Exhibition of Home-Made Products by Students</p>			<p>Addition: Visit Report</p>	25	15	1	10	20
<p>Module II B: Writing Descriptive prose</p>	<p>Module Specific Objective: To teach students to observe people/places, think in English and write a description of observed person/ object /place</p> <p>Examples: 1. A Beggar 2. A Mosque 3. A Fun Fare 4. Sikh People 5. SNTD Women’s University Premises 6. My Aunt</p>								

<p>III Grammar and Punctuation</p>	<p>Module Specific Objective: To teach essential grammar and punctuation skills to write and speak clearly</p> <p>Following grammar topics should be covered over the semester: *Capitalisation *Periods, Question Marks, Exclamation Points *Commas *Semicolons, Colons *Apostrophes, Dashes *Quotation Marks</p> <p>*Common Faulty Sentences: Incomplete Sentences; Run On Sentences; Comma Splices</p>				25	15	1	10	10
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<p>IV Speaking Skills</p>	<p>Module Specific Objective: To give students practice of speaking English and provide practice to speak the language</p> <p>The teacher is expected to introduce words/situations related to the topic and various possibilities of holding a conversation, instead of asking students to learn a set dialogue. Some of the example topics are given below.</p> <ol style="list-style-type: none"> 1. Discussion about the difficulty of getting a good job 2. Talking about a lost child you met in the market 3. Talking about each other's house and the area where you live 4. Discussion about each other's hobby 5. Talking about traffic congestion in Mumbai and its solution 6. Talking about long commutes and related problems 7. Talking about the fun you had last Sunday 8. Planning fun time for the next Sunday 9. Discuss why XYZ is the greatest singer/writer/actor/player of all time 10. Talking with a friend who has failed in exams. <p>Note: The topics should be different from those tackled in the previous semesters. The teacher is not confined to the given topics and may add/change conversation subjects according to students' response</p>				25	15	1	20	--
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Evaluation Scheme:

Internal Assessment: Weightage: 50 Marks

Internal assessment should be continual and regular. A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written tests or class assignment-book assessment can be used for internal assessment.

External Examination: Weightage: 50 Marks

1. A. Comprehension passage from the non-fiction passages taught in the class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 10)
2. B. Comprehension passage from the non-fiction passages not taught in the class. The questions about the passage should test skills to find out data, interpret information and analyse the writer's point of view. (Marks 10)
3. Report writing. Students will attempt any two of the three given questions. (Marks 10)
4. Do as directed (Grammar/Punctuation based questions) (Marks 10)
5. Descriptive Passage writing (Two out of given four). (Marks 10)

Bibliography:

Essential Reading:

Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.
Olson, Judith. *Writing Skill Success*. Learning Express. 1998.
Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
Paul, DS, *Advanced Writing Skills*. Goodwill Publications. 2016.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
Kumar, Sanjay, Pushpa Lata, *Communication Skills*. Oxford University Press.
Hoge, AJ, *Effortless English*. LLC. 2014
Bakshi, SP. *Descriptive English*. Arihant Publications. 2016.

Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) - Semester III

Current Syllabus	Proposed Syllabus
English A: English for Business I	
30311	

	Cr	L	T	D (EE)	EE	IE	T
English A: English for Business I (30311)	04	03	01	2 hrs.	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Focus on improving students' reading, writing, listening and speaking skills in English. 2. Make students read prose passages (preferably non-fiction) to teach them to read and analyse, synthesise and interpret ideas presented in prose. 3. Teach students to interpret visual data and represent data visually for the purpose of business. 4. Instruct students to write business/official letters. 5. Prepare students to listen to spoken English with the help of information and communication technology (ICT) as well as direct reading aloud/speaking. 6. Teach students to speak English required for various purposes. 7. Specifically focus on grammar topics to improve writing and speaking skills. <p>Learning Outcomes: At the end of Semester II, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Critical reading of short non-fiction texts to ask relevant questions about it. 2. Learn to understand visual data and prepare such data 3. Write correspondence required for business and office jobs 4. Practise English speaking skills, covering variety of topics 5. Acquire of grammar/punctuation skills for effective communication 	

Current Syllabus		Proposed Syllabus							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instructi on Hours	Credits	Evaluation	
								IE Weighta ge	EE Weightag e
I Reading Comprehensio n, Listening Skills and Vocabulary Enhancement	<p>Module Specific Objective: To teach listening, reading comprehension and vocabulary through non- fictional prose passages.</p> <p>The teacher should select any four 25 non-fiction passages from the following volumes, depending on the students' responses:</p> <p>A. <i>New Directions: Reading, Writing and Critical Thinking</i>, Peter S Gardner, Cambridge University Press, New Delhi, 2009. (South Asian Edition)</p> <p>B. <i>Insights: A Course in English Literature and Language</i>, K. Elango, Orient Blackswan, New Delhi, 2009.</p> <p>C. <i>Empowerment English: A Course for Developing English through Gender Issues</i>, Lalitha Krishnaswamy, Laxmi Publication House, New Delhi, 2017.</p> <p>The teacher is expected to prepare exhaustive glossary of all the unfamiliar words; the teacher should also train students to question the writer's point of view/argument.</p>				25	15	1	10	10

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<p>II Verbal and Visual Data (Interpretation and Representation)</p>	<p>Module Specific Objective: Instruct students to understand visual data and write about it in words; and, to represent verbal data into visual format</p> <p>Focus specifically on the following: 1. Tables 2. Pie Charts 3. Line Graphs 4. Bar Graphs 5. Flow Charts</p>			<p>Removed topic: 5. Flow Charts</p>	25	15	1	15	15
<p>III Business Correspondence</p>	<p>Module Specific Objective: To teach letter writing and other communication in a proper format and language</p> <ol style="list-style-type: none"> 1. Credit Letters 2. Collection Letter Series 3. Notice and Agenda 4. Minutes of a Meeting 5. Circular 6. Memo <p>(Theory about the letters for teaching purpose only. Assessment should focus on practical letter writing.)</p>			<p>Removed topics: 3. Notice and Agenda 4. Minutes of a Meeting 5 Circular 6 Memo</p>	25	15	1	10	20

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<p>IV Grammar, Punctuation and Speaking Skills</p>	<p>Module Specific Objective: To instruct grammar and punctuation skills so that students can speak and write clearly</p> <p>Following grammar/punctuation topics should be covered: *Capitalisation *Periods, Question Marks, Exclamation Points *Comma *Semicolon, Colon * Apostrophes, Dashes *Quotation Marks</p> <p>*Common Faulty Sentences: Incomplete Sentences (missing subject, verb); Run On Sentences, Comma Splices (two independent clauses without proper punctuation marks).</p> <p>Make students speak sentences used for grammar instruction in chorus as exercise in speaking skills, over and above giving a practise of conversations through dialogues.</p>				25	15	1	15	05

Evaluation Scheme:

Internal Assessment: Weightage: 50 Marks

Internal assessment should be continual and regular. A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written tests or class assignment-book assessment can be used for internal assessment.

External Examination: Weightage: 50 Marks

1. Unseen non-fiction comprehension passage. The questions about the passage should test skills to find out data, interpret information, analyse the writer's point of view and write a personal response. (Marks 10)
2. A. Interpretation of visual data. No options. (Marks: 05)
B. Representation of verbal data into visual forms. No options. (Marks 10)
3. A. Write any one credit letter. (One out of two) (Marks: 10)
B. Write any one collection letter. (One out of two) (Marks: 10)
4. Questions on punctuation and grammar. (Marks: 05)

Bibliography:**Essential Reading:**

Taylor, Shirley, *Model Business Letters, Emails and Other Business Communication*. Prentice Hall, 2017. Rai, Urmila and SM Rai, *Business Communication*. Himalaya Publication House, 2010.

Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.

Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.

Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999. Olson, Judith. *Writing Skill Success*. Learning Express. 1998.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.

Sharma, Mohan, *Business Correspondence and Report Writing*. Macgraw Hill, 2011. Whitmell, Clare, *Business Writing Essential*, Clare Whitmell, 2013.

Swan, Michael, *Practical English Usage*. Oxford University Press. 2017

Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012 Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.

Hoge, AJ, *Effortless English*. LLC. 2014

Bachelor of Arts

Syllabus for Core Component (CC) English, English Medium - Semester IV

Current Syllabus	Proposed Changes
English A: Reading, Writing and Thinking in English II	
40401	

	Cr	L	T	D (EE)	EE	IE	T
English A: Reading, Writing and Thinking in English II 40401	04	03	01	2 hrs	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Changes
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to literary writing that addresses social/cultural problems of society 2. To improve students reading comprehension skills and vocabulary with the help of a fiction/non-fiction 3. To teach students the skill to make a digital slide presentation 4. To prepare students to face job interviews 5. To reinforce grammar and punctuations learnt in the previous semesters 6. To learn to write complaint letters, job application letters and writing short composition on 'process description' <p>Learning Outcomes: At the end of Semester IV, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. To read a text and analyse it for social/cultural contexts 2. To make effective digital slides for a presentation 3. To write job application letters and present themselves in interviews 4. To write clear sentences by using correct grammar and punctuations 5. To face interviews and group discussions 	<p>Objectives:</p> <p>Learning Outcomes: At the end of Semester II, students would be able to acquire the following competencies:</p>

Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module I: Reading, Listening and Vocabulary Enhancement	<p>Module Specific Objectives: To read a literary text for analysing social /cultural contexts; learn new words; prepare digital slides on a historical/cultural topic.</p> <p>Texts: 1. <i>Mothering a Muslim</i> by Nazia Erum. (About) Published by Juggernaut. 2018. ISBN: 8193876717 (Preface, The Muslims are Coming, The Elephant in the School, Are We from Pakistan?) OR</p> <p>2. <i>Ghachar Ghochar</i>, Vivek Shanbhag ISBN: 9352642376 Harper Perennial, 2016</p> <p>Note to the teacher: Ask students to make power point presentations of 15 slides on various social/cultural/historical topics and send them to you as an email attachment.</p>			<p>Addition: <i>Ghachar Ghochar</i>, Vivek Shanbhag ISBN: 9352642376 Harper Perennial, 2016</p> <p>Removal: <i>Insights: A Course in English Literature and Language</i>, K Elango, Orient Blackswan, 2009.</p>	25	15	1	10	15

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module II : Speaking Skills	<p>Module Specific Objectives: To prepare students to listen to spoken English, to speak English required for public speaking.</p> <p>To teach students to participate in debates and public speaking through language lab and e content.</p> <p>Content: Focus on public speaking skills. Topics that can be included are: 1) Writing and Making Speeches 2) Debates, Group Discussions 3) Public Speaking</p> <p>OR Students can opt for an online course, available on learning platforms like SWAYAM. Specimen Courses: 1) Communication Skills Body language: Key to Success</p>				25	15	1	20	--

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module III: Grammar, Punctuation and Sentence Writing	<p>Module Specific Objectives: Reinforce grammar and punctuation on selected topics; train students to write patterned sentences</p> <p>Content: Focus on the use of articles, prepositions, capitalisation and tenses.</p> <p>Students will learn the following sentences of particular patterns: Pattern I: Compound sentences: semicolon, no conjunctions; Compound Sentences with explanation: clauses separated with a colon; sentences with a series of balanced pairs.</p>				25	15	1	10	10

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module IV: Writing Skills	<p>Module Specific Objectives: Teach students to write application letters, complaint letters and process descriptions</p> <p>Content: 1. Job Application Letters with a CV 2. Complaint Letters 3. Transitional phrases and their use in writing processes, developments, changes and so on. For example, the growth of computers, the development of cities, the use of mobile phones, the development of a child during a particular phase, changes that took place in a locality, changes in sartorial styles and so on.</p>				25	15	1	10	25

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Evaluation Scheme:

A. Internal Exams: Total Marks: 50

1. A written test focusing on process description, letters, grammar: 30 Marks
2. Debates and Public Speaking: 20 Marks
3. A project of book review, chart display on social issues, PPT presentations, role play or assignment book assessment could be other methods of assessment

B. External Exams: Total Marks: 50

The pattern of the written exam would be as follows:

1. Comprehension based on the text in Module I or similar unseen text (Marks 15)
- 2A. Job application letter with resume. (Marks 15)
3. Grammar and/or Sentence Formation (Marks 10)
4. Descriptive passage writing/Complaint Letter (On one out of two topics). (Marks 10)

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References:

A. Essential Reading:

1. Longknife Ann, *The Art of Styling Sentences*, Barrons, 2002.
2. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
3. Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.
4. Olson, Judith, *Writing Skill Success*. Learning Express. 1998.
5. Kumar Sanjay, *Communication Skills*, Oxford, 2017.

B. Additional Reading:

1. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
2. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
3. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012
4. Hoge, AJ, *Effortless English*. LLC. 2014
5. Killgallon Don, *Sentence Composing for Hight School*, Boynton/Cook, 1998.
 6. Strong, William, *Sentence Combining*, Ranom Houe, 2016.

Bachelor of Arts

Syllabus for Core Component (CC) English, Non-English Medium - Semester IV

Current Syllabus	Proposed Changes
English B: Advancing with English IV	
40402	

	Cr	L	T	D (EE)	EE	IE	T
Advancing with English IV 40402	04	03	01	2 hrs	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus		Proposed Changes						Evaluation	
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	IE Weightage	EE Weightage
Module I: Reading Comprehension and Vocabulary Enhancement	<p>Module Specific Objectives: To inform students about sociocultural issues and utilize the literary texts to improve students' listening skills, vocabulary and their ability to skim and scan written material</p> <p>Content: Select short fictions from the following <i>The Inner Courtyard: Stories by Indian Women</i>, Holmstrom, Lakshmi (ed), Rupa & Company, New Delhi, 2002.</p> <ol style="list-style-type: none"> 'The Library Girl', Vishwapriya L. Iyengar 'My Beloved Charioteer', Shashi Deshpade <p>OR <i>Karukku</i>, Bama <i>Holmstrom Lakshmi (trans)</i>, Oxford India Paperbacks (2nd Edition), 2014.</p> <p>OR <i>Inside the Haveli</i>, Rama Mehta, Penguin Books, 2000.</p> <p>The teacher may select any one section from the recommended texts. The teacher is expected to make a glossary of words with their meanings relevant to the story.</p>				25	15	1	10	15

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module IIA: Writing Skills	<p>Module Specific Objectives: To prepare students to write formal letters on various topics</p> <p>Some of the specimen topics are as follows. The teacher is free to use any other topic in class; the letters should be properly paragraphed: 1) Enquiry 2) Complaints</p> <p>The teacher must make the students send the above letters as an email, once they learn to write it in the structure of a conventional letter. This will make the students familiar with the process of sending emails and the interface of popular email services</p>				25	15	1	10	20
Module IIB: Writing Skills	<p>Module Specific Objectives: To prepare students to write reports on various topics.</p> <p>The teacher should select topics for report writing and give enough hints to develop a composition of about 750 words.</p> <ol style="list-style-type: none"> 1. 1) Annual Day 2. 2) Sports Day 3. 3) Blood Donation Camps 4. 4) Cleanliness Drives 5. 5) NSS Special Camps <p>The teacher must instruct students about the understanding of the topic, consistency of the topic, unity of ideas in a paragraph, coherence of ideas through the essay and correct language.</p>								

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module III: Understanding English Grammar	<p>Module Specific Objectives: To focus on grammar to improve writing and speaking skills</p> <p>1. Connecting sentences using commonly used conjunctions: and, but, though/although, in spite of, either or, neither nor, until, as soon as, since</p> <p>Students will learn the following patterns of sentences: Pattern I: Compound sentences: semicolon, no conjunctions; Compound Sentences with explanation: clauses separated with a colon; Sentences with a series of balanced pairs.</p>			<p>Omitted: Students will learn the following patterns of sentences: Pattern I: Compound sentences: semicolon, no conjunctions; Compound Sentences with explanation: clauses separated with a colon; Sentences with a series of balanced pairs</p> <p>Added: 1. Connecting sentences using commonly used conjunctions: and, but, though/although, in spite of, either or, neither nor, until, as soon as, since</p>	25	15	1	10	15

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module IV: Speaking Skills	<p>Module Specific Objectives: To prepare students to listen to spoken English, to speak English required for public speaking</p> <p>Make students speak the sentences used in Module III of the grammar section. Over and above this, focus on public speaking skills.</p> <p>Topics that can be included are:</p> <ol style="list-style-type: none"> 1. 1) Writing Speeches 2. 2) Debates 3. 3) Public Speaking <p>OR</p> <p>Students can opt for an online course, available on learning platforms like SWAYAM.</p>				25	15	1	20	--

	<p>Specimen Courses:</p> <ol style="list-style-type: none">1) Communication Skills2) Body language: Key to Success								
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Evaluation Scheme:**Internal Examination: Weightage: 50 Marks**

Every module should be covered in the internal assessment, with special emphasis on speaking skills.

Internal assessment could be a project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment.

B. External Exams: Total Marks: 50

The pattern of the written exam would be as follows:

1. A. Comprehension passage from the stories taught in class. The questions about the passage should test skills to find out data, interpret information and write a personal response. (Marks 10)
1. B. Objective questions about the short stories. The questions should aim to check the students' familiarity with the text. (Marks 05)
2. Letter writing. Students will attempt any one of the two given questions. (Marks 10)
3. Do as directed (Grammar based questions) (Marks 15)
4. Persuasive essay writing. (Marks 10)

References:**A. Essential Reading:**

1. Murphy, Raymond, *Essential English Grammar*. Cambridge University Press. 1998.
2. Taylor, Grant, *English Conversation Practice*. Macgraw Hill Education. 2001.
3. Navneet, *Navneet Speakwell English*. Navneet Publications. 2017.
4. Mohan, Sumitra. *Selected Contemporary Essays*. Macgraw Hill Education. 2016.
5. O' Brien, Derek. *Letter Writing*. Rupa & Co. 2015.

B. Additional Reading:

1. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017.
2. Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012.
3. Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.
4. Hoge, AJ, *Effortless English*. LLC. 2014.

Bachelor of Commerce

Syllabus for Core Component (CC) English, English Medium - Semester IV

Current Syllabus	Proposed Changes
English A: English for Business II	
40411	

	Cr	L	T	D (EE)	EE	IE	T
English A: English for Business II 40411	04	03	01	2 hrs	50 Marks	50 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Changes
<p>Course Objectives:</p> <ol style="list-style-type: none">1. Focus on improving students' reading, writing, listening and speaking skills in English.2. Enhance students' reading comprehension and vocabulary through reading imaginative literature.3. Sensitise students to gender related issues through imaginative literature.4. Teach students to participate in debates and public discussions and giving speeches.5. Instruct students to write business/official letters related to workplace and introduce them to workplace meetings.6. Train students to face job interviews.7. Focus on sentence-writing skills. <p>Learning Outcomes: At the end of Semester IV, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none">1. Critical reading of short fictions to raise relevant questions about it.2. Write correspondence required for business and office jobs and be familiar with the process of holding a meeting.3. Practise English speaking skills and participate in debates and discussions	<p>Objectives:</p> <p>Learning Outcomes: At the end of Semester II, students would be able to acquire the following competencies:</p>

Current Syllabus		Proposed Changes						Evaluation	
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	IE Weightage	EE Weightage
Module I: Reading Comprehension and Vocabulary Enhancement	<p>Module Specific Objectives: To make students understand gender issues through imaginative literature and train them in reading-comprehension while improving their vocabulary</p> <p>Content: Note to the teacher: Students will study three short stories related to gender issues. The teacher is expected to prepare an exhaustive vocabulary, noting down every word that students may not know. The teacher may use any three stories from the following:</p> <p>1. <i>Katha: Short Stories by Women</i>. Ed. Butalia. Rev 2007. ISBN: 8189632086 (Suggested Stories: 'Mother', Urmila Pawar; 'The Thief' Shakti Bhatt; 'Mayadevi's London Yatra' by Bulbul Sharma)</p> <p>OR</p> <p>2. <i>First There Was Woman and Other Stories</i>. Ed. Sres Marija. Zubaan. 2007. ISBN: 817596247X</p>			<p>Omitted: <i>Inner Courtyard</i>. Ed. Lakshmi Holmstrom. Virago. 1990. ISBN: 1853810444 (Suggested Stories: 'Girls', Mrinal Pande; 'Chouti ka Joura', Ismat Chughtai; 'The Meeting', Futehally; 'The First Party', Atia Hussain)</p>	25	15	1	10	10

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module II: Letter Writing	<p>Module Specific Objectives: Teach students to write correspondence related to jobs, right from those used for seeking a job to quitting a job.</p> <p>Content: Job-related letters: Application with a CV; Job Acceptance and Rejection Letter; Applying for Leave; Resignation Letter.</p>				25	15	1	10	20

Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weight age	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module III: Interview Skills and Meetings	<p>Module Specific Objectives: Prepare students for facing job interviews and inform them about types and purposes of business meetings</p> <p>Content: Students should be given an idea about job hunting, placement-websites and placement agencies, preparation for an interview. Hold mock interview sessions to instruct them about how to conduct themselves for an interview. They should also be informed about how to and what to prepare for an interview.</p> <p>Meetings:</p> <ul style="list-style-type: none"> • Purposes, advantages, disadvantages of meetings • The role of the chairperson • Informative, Consultative, Executive Meetings • Board Meetings, Statutory Meetings, AGM 			<p>Specific Topics Added:</p> <p>Meetings:</p> <ul style="list-style-type: none"> • Purpose, advantages, disadvantages of meetings • The role of the chairperson • Informative, Consultative, Executive Meetings • Board Meetings, Statutory Meetings, AGM 	25	15	1	10	15

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module IV: Speaking Skills	<p>Module Specific Objectives:</p> <p>To prepare students to listen to spoken English, to speak English required for public speaking; to teach students to participate in debates and public speaking through language lab and e content. Teach idiomatic expressions used at workplace.</p> <p>Topics that can be included are:</p> <ol style="list-style-type: none"> 1. 1) Writing Speeches 2. 2) Debates 3. 3) Public Speaking <p>Twenty-five Idiomatic Expressions commonly used at workplace:</p> <ol style="list-style-type: none"> 1. Cut corners 2. It's not rocket science 3. Get the ball rolling 4. On the back burner 5. For a long haul. 6. Think out of the box 7. To be on the same page 8. Jump the gun 9. Throw in the towel 10. Be on your toes 11. Raise the bar 12. Be back to square one 13. Hit the nail on its head 14. Do a small talk 15. See eye to eye 16. Be in the dark. 17. The bottom line 18. Call the shots 19. Fine print 20. Have a lot on your plates 21. The ball is in your court 22. Go by the book 23. Have a bird eye view 24. Off the top of one's head 25. Be on the Learning Curve 			<p>Addition:</p> <p>Twenty-five Idiomatic Expressions commonly used at workplace:</p> <ol style="list-style-type: none"> 1. Cut corners 2. It's not rocket science 3. Get the ball rolling 4. On the back burner 5. For a long haul. 6. Think out of the box 7. To be on the same page 8. Jump the gun 9. Throw in the towel 10. Be on your toes 11. Raise the bar 12. Be back to square one 13. Hit the nail on its head 14. Do a small talk 15. See eye to eye 16. Be in the dark. 17. The bottom line 18. Call the shots 19. Fine print 20. Have a lot on your plates 21. The ball is in your court 22. Go by the book 23. Have a bird eye view 24. Off the top of one's head 25. Be on the Learning Curve 	25	15	1	20	--

	<p>OR</p> <p>Students can opt for an online course, available on learning platforms like SWAYAM. Specimen Courses:</p> <ol style="list-style-type: none">1) Communication Skills2) Body language: Key to Success								
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Evaluation Scheme:**A. Internal Exams: Total Marks: 50**

1. A written test focusing on Letter Writing, Stories, theory of meetings, interview skills, idioms: 30 Marks
2. The module of speaking skills: 20 Marks
3. A project of book review, chart display on social issues, PPT presentation, role play or assignment book assessment can be a way to assess students for formative assessment.

B. External Exams: Total Marks: 50

The pattern of the written exam would be as follows:

1. Comprehension from the stories of Module I (Marks 10)
- 2 Job related letters (Marks 20)
4. Questions related to business meetings and interview skills (Marks 15)
5. Use of Idioms (Marks 05)

References:**A. Essential Reading:**

1. Taylor, Shirley, *Model Business Letters*, Pearson Education, 2013
2. Rai Urmila, SM Rai. *Business Communication*. Himalaya Publication. 2015
3. Paul DS, *Interview Skills*, Goodwill, 2019.
4. Kumar, Sanjay, *Communication Skills*, Oxford, 2016.
5. *English Idiom in Use*, McCarthy Michael, Felicity O'Dell

B. Additional Reading:

1. Storey, James, *The Art of Interview*, Lifestyle Initiative, 2016.
2. Sharma, RC. *Business Correspondence and Report Writing*. McGraw Hill, 2020.
3. Baker, Heather, *Successful Business Writing*, University Learning, 2012.

Bachelor of Arts

Syllabus for Core Component (CC) English (English Medium) - Semester V

Current Syllabus	Proposed Syllabus/Changes
English A: Academic English I	
50501	

	Cr	L	T	D (EE)	EE	IE	T
English A: Academic English I (50501)	04	03	01	2 hrs.	25 Marks	75 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Course Objectives:</p> <ul style="list-style-type: none"> i. Read and respond to literary texts related to cultural social issues. ii. Speak English fluently in different environments. iii. Comprehension skills by listening to long audio narratives about historical or cultural changes. iv. Write personal and formal letters v. Prepare summary of an academic or general interest prose passage and identify key concepts. <p>Learning Outcomes: At the end of Semester V, students would be able to acquire the following competencies:</p> <ul style="list-style-type: none"> 1. Understand and analyse literary texts and a broad idea about social issues. 2. Comprehend of audio talks in English and talk about them in short. 3. Express themselves through letters. 4. Understand the gist of an expository or argumentative writing and write about it. 	

Current Syllabus		Proposed Syllabus/Changes							
Module	Topics and Details Current Syllabus	Module	Module Specific Objective s	Content	Weightage	Instructi on Hours	Credits	Evaluation	
								IE Weight age	EE Weighta ge
I Reading Comprehensi on and Vocabulary Enhancement	<p>Module Specific Objective: Give exposure to social and cultural issues through literary texts and discuss them; improve vocabulary related to the issues</p> <p>A. <i>Bhimyayna: Experience of Untouchability, Incidents in the Live of Bhimrao Ramji Ambedkar</i> Story: Srividya Natarajan, S Anand Art: Durgabai Vyam, Subhash Vyam (2011, Navayana Publications, ISBN: 978818905910)</p> <p>B. <i>A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty</i> Story: Srividya Natarajan Art: Aparajita Ninan (2011, Navayana Publications, ISBN: 9788189059460) <i>Fight for Liberty</i></p> <p>C. 'A Living Mountain' by Amitav Ghosh</p>			<p>Removed:</p> <p>C. Selected short stories from <i>Collected Stories, Volume I</i> by Shashi Deshpande, Penguin India, 2003</p> <ul style="list-style-type: none"> • 'Can you hear silence?' • 'The Wall is Safer' • 'Death of a Child' <p>Added: 'A Living Mountain' by Amitav Ghosh</p>	25	15	1	05	20

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II Speaking Skills	<p>Module Specific Objective: Improving presentation skills and digital slide making</p> <p>B. Presentation Skills. The following topics should be covered theoretically and practically:</p> <p>1. Difference between a presentation and a talk 2. Preparing a presentation (purpose, audience, plan) 3. Importance of rehearsal and body language 4. Handling questions and stage fright 5. General rules to make a good digital slide for presentations 6. Inserting audio-visual clips in a slide</p> <p>Suggested topics: Housing Problems in Mumbai; Mumbai and its Satellite Cities; Garbage Management in Urban Areas; Difficulties Faced by Working Women.</p>			Change: The module previously focused only on making digital slides without addressing the topics mentioned here.	25	15	1	20	05
III Listening Skills	<p>Module Specific Objective: Focusing on audio/audio- video content of more than ten minutes with the aim to improve students' comprehension for longer content spoken in English.</p> <p>The teacher is advised to select podcasts discussing historical/cultural issues of more than 10 minutes to play in the class and then ask questions related to it to test listening comprehension.</p>				25	15	1	25	--

<p>IV Writing Skills</p>	<p>Module Specific Objective: Training in writing formal and informal letters, summaries, and short essay writing; training is writing patterned sentences</p> <p>A. General Rules about Writing Style for non-fiction passages: 1. Prefer the active voice 2. Write concrete words 3. Use verbs 4. Prefer simple, known words; avoid Latin short forms 5. Maintain length variations in sentences and paragraphs</p> <p>B. Letters of Gratitude, Congratulatory Letters, Letters offering Condolences</p> <p>C. Sentence Patterns: I. A Series without Conjunctions II. A Series of Introductory Appositives III. A Series of Internal Appositives</p> <p>D. Summarising non-fiction passages and identifying key words</p>			<p>Removed: Letters to the editor</p> <p>Added: General Rules about Writing Style for non-fiction passages</p>	25	15	1	--	25

Evaluation Scheme:**Internal Assessment: Weightage: 25 Marks**

Internal assessment should be continual and regular. A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written tests or class notebook assessment can be used for internal assessment.

External Examination: Weightage: 75 Marks

1. Broad questions on the texts in Module 1 (15 Marks)
2. Short notes based on Module I. One out of two. (05 Marks)
Short notes based on Module II. One out of two.
3. Letter writing (Two out of given three.) (20 Marks)
4. A. Sentence Writing According to the taught Patterns (10 Marks)
B. Rewrite the following passage to improve its writing style. (10 Marks)
5. Summarise the given passage (05 Marks)
6. Write a short article on any one of the given topics (One out of three) (10 Marks)

Bibliography:**Essential Reading:**

1. Longknife Ann, *The Art of Styling Sentences*, Barron's, 2002.
2. Illaiah Kancha, *Why I am Not a Hindu*
3. Olson, Judith, *Writing Skill Success*. Learning Express. 1998.
4. Kumar Sanjay, *Communication Skills*, Oxford, 2017.

Additional Reading:

1. Gilda Sunatha, *Ants among Elephants*
2. Dutta Yashica, *Coming out as a Dalit*
3. Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.
4. Swan, Michael, *Practical English Usage*. Oxford University Press. 2017
5. Killgallon Don, *Sentence Composing for Hight School*, Boynton/Cook, 1998.
6. Strong, William, *Sentence Combining*, Random House, 2016.

Bachelor of Commerce

Syllabus for Core Component (CC) English (English Medium) - Semester V

Current Syllabus	Proposed Syllabus/Changes
English A: Technical Writing I	
50511	

	Cr	L	T	D (EE)	EE	IE	T
English A: Technical Writing I (505111)	04	03	01	2.5 hrs.	25 Marks	75 Marks	100 Marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Syllabus/Changes
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Train students to understand and discuss gender related issues through literary writing. 2. Teach students to write business related correspondence, reports and survey. 3. Instruct in writing short paragraphs about gender related issues. 4. Training in listening to long talks or discussions. <p>Learning Outcomes:</p> <p>At the end of Semester II, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. How literary texts reveal social issues, especially from women's viewpoint. 2. Writing sales letters, letters to authorities to express business related concerns, questionnaires to get specific information and drafting proposals. 3. Write short paragraphs about the topics of general interest or business-related issues. 4. Respond to audio recordings of more than ten minutes. 	

Old Syllabus		Proposed Syllabus/Changes							
Module	Topic and Details Current Syllabus	Module	Module Specific Objective s	Content	Weightage	Instructi on Hours	Credit s	Evaluation	
								IE Weight age	EE Weighta ge
I Reading Comprehension and Vocabulary Enhancement	<p>Module Specific Objective: Teach new words through reading literature and analyse how a literary text weaves a gender specific viewpoint in a narrative.</p> <p>. A. Four short stories from <i>The Inner Courtyard: Stories by Indian Women</i> Ed. Lakshmi Holmstrom Suggested stories: 1. Memories of an Indian Childhood, Qurratulain Hyder 2. Girls, Mrinal Pande 3. Chouthi ka Jaura, Ismat Chughtai</p>				25	15	1	05	20

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<p>II Business Letter Writing Skills</p>	<p>Module Specific Objective: Learn to write to write business letters and be familiar with certain abbreviations used in business</p> <p>**Sales Letters ** Letters of Representations</p> <p>** Common Abbreviations</p> <p>** (The Letters of Representations should focus on concerns of business community. For example, writing a letter to authorities about cheap Chinese goods destroying business or the nuisance of hawkers selling fake products.)</p> <p>** Inform students about common abbreviations used in business correspondence. Examples: aar (against all risks), a/c (account), cr (credit) and so on.</p>				25	15	1	05	20

<p>III Technical Writing Skills</p>	<p>Module Specific Objective: Learn to draft questions to receive specific answers, draft effective and detailed proposals, memo and circular</p> <p>**Theory of Survey and variety of survey questions. (Prepare questionnaires to know about consumer habits, customer feedback and consumers' future choices.)</p> <p>** Proposal Writing (Example: Proposal for installing a Language Lab in a school, prepared by the company; proposal for conducting a Communication Skills course for employees of a company, prepared by a training institute; proposal to a bank for a loan to renovate the current shop; proposal for a loan to buy new machinery)</p> <p>** Drafting Memo and Circular</p>			<p>Addition Drafting Memo and Circular</p>	25	15	1	05	20
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IV Listening and Speaking Skills	<p>Module Specific Objective: Improve understanding of spoken English</p> <p>**Play podcasts, news or any other audio programme of more than ten minutes in the class. Test students' understanding by asking them questions about the material or write a paragraph about the topic. The teacher may discuss/read out gender issues related news and ask students to write a paragraph about it.</p>				25	15	1	10	15

Evaluation Scheme:

Internal Assessment: Weightage: 25 Marks

Internal assessment should be continual and regular. A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play, written tests or class notebook assessment can be used for internal assessment.

External Examination: Weightage: 75 Marks

The pattern of the written exam would be as follows:

1. Questions based on the text taught in the Module I. The student is expected to write an essay type answer of about 750 words. Attempt one out of two given questions. (Marks 15)
2. Sales letters/. One out given two. (Marks 15)
3. Letter of representation. One out of given two. (Marks 15)
OR Draft a circular and memo.
4. Drafting a questionnaire. (One out of two) (Marks 15)
5. Drafting a proposal. (One out of two). (Marks 15)

Bibliography:

Essential Reading:

1. Taylor, Shirley, *Model Business Letters*, Pearson Education, 2013
2. Rai Urmila, SM Rai. *Business Communication*. Himalaya Publication. 2015
3. Kumar, Sanjay, *Communication Skills*, Oxford, 2016.

Additional Reading:

1. Doctor, Rhoda. *Effective Communications*. Sheth Publishers. 2017
2. Sharma, RC. *Business Correspondence and Report Writing*. McGraw Hill, 2020.
3. Baker, Heather, *Successful Business Writing*, University Learning, 2012.

Bachelor of Arts

Syllabus for Core Component (CC) English, English Medium – Semester VI

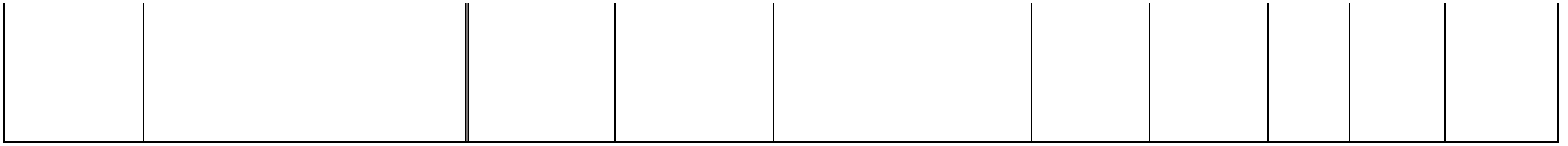
Current Syllabus	Proposed Changes
English A: Academic English II	
60601	

	Cr	L	T	D (EE)	EE	IE	T
English A: Academic English II 60601	04	03	01	2.5 hrs	75 Marks	25 Marks	100 Marks

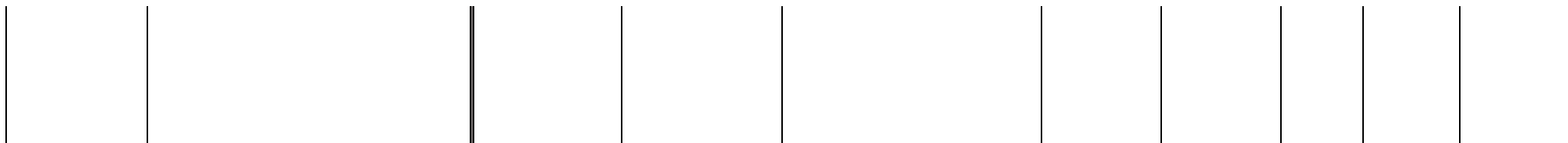
#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Changes
<p>Objectives:</p> <ol style="list-style-type: none">1. To train students to respond to literary texts with reference to sociocultural issues.2. To understand nuances of selected words and commonly used idioms; be familiar with common errors in writing English.3. General preparation for job interviews; facing an interview. <p>Learning Outcomes:</p> <p>At the end of Semester II, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none">1. Understand literary texts and how texts articulate social issues.2. Acquire vocabulary with an understanding of fine nuances of words.3. Learn selected idioms and their use in conversation.4. Become familiar with facing a job interview.	<p>Objectives:</p> <p>Learning Outcomes:</p> <p>At the end of Semester II, students would be able to acquire the following competencies:</p>

Current Syllabus		Proposed Changes							Evaluation	
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	IE Weightage	EE Weightage	
								--	25	
Module I: Reading Skill and Vocabulary Improvement	<p>Module Specific Objectives: To train student to critically appreciate a text and understand social issues woven in the narrative</p> <p><i>Black Coffee in a Coconut Shell: Caste as a Lived Experience</i>, Ed. Perumal Murugan, CS Lakshmi (Sage Publications, 2017)</p> <p>Recommended Units: The Ugly Face of Caste, P. Rajeskannan; Empty Pride, Govind Raj; Black Coffee in a Cococnut Shell, P. Balasubramaniam; Everyday Moments, Perumal Murugan</p> <p>OR</p> <p><i>Harvest</i>, Manjula Padmanabhan (Hatchett India, 2017, ISBN: 9350095149)</p>			<p>Omitted: <i>Wedding Album</i>, Girish Karnad</p> <p>Added: <i>Harvest</i>, Manjula Padmanabhan (Hatchett India, 2017, ISBN: 9350095149)</p>	25	15	1	--	25	



Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module II: Writing Skill	<p>Module Specific Objectives: Familiarise students with verbal nuances, common errors in writing; introduce students to blogging.</p> <p>Content: A. A list of 100 words and their synonyms B. A list of 100 words and their antonyms C. Confusable words D. Common grammatical errors.</p> <p>E. Writing patterned sentences, learning through imitation. (Key term repetition; introductory participle; isolated modifier for emphasis.)</p>			<p>Omitted: The list of synonyms and antonyms each is reduced from 200 to 100.</p> <p>Introduction to blogging</p>	25	15	1	--	30



Current Syllabus		Proposed Changes						Evaluation	
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	IE Weightage	EE Weightage
								05	15
Module III: Speaking Skills	<p>Module Specific Objectives: Prepare students for an interview and teach them to use selected common idioms for effective communication</p> <p>Content: A. Preparing for an Interview B. Facing an Interview; proper outfit; body language; handling critical situations/questions C. List of commonly used idioms used at workplace: 1. Sugar the pill 2. A bitter pill to swallow. 3. Rub someone the wrong way 4. Put the cat among the pigeons 5. Give someone an earful. 6. Give someone a piece of your mind 7. Hear through the grapevine. 8. Go places 9. Spread yourself too thin 10. Be left holding the baby. 11. Come up against a stumbling block. 12. Give it a shot. 13. Pick up the pieces 14. Bend the rules 15. Leave someone to their devices 16. Be at someone's beck and call 17. Open a can of worms 18. Go round in circles. 19. Say that again! 20. Get a life! 21. You haven't lived! 22. Jump on the bandwagon 23. Look straight through someone 24. Brought a lump to throat 25. Leave in the lurch</p>			<p>Addition: The list of idioms 1. Sugar the pill 2. A bitter pill to swallow. 3. Rub someone the wrong way 4. Put the cat among the pigeons 5. Give someone an earful. 6. Give someone a piece of your mind 7. Hear through the grapevine. 8. Go places 9. Spread yourself too thin 10. Be left holding the baby. 11. Come up against a stumbling block. 12. Give it a shot. 13. Pick up the pieces 14. Bend the rules 15. Leave someone to their devices 16. Be at someone's beck and call 17. Open a can of worms 18. Go round in circles. 19. Say that again! 20. Get a life! 21. You haven't lived! 22. Jump on the bandwagon 23. Look straight through someone 24. Brought a lump to throat 25. Leave in the lurch</p>					

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
IV Listening Skills	<p>Module Specific Objectives: Train students in comprehending and preparing notes on debates/discussions/presentations; teach the differentiate between facts and opinions</p> <p>Content: A. Play audio programmes of more than 10 minutes on variety of subjects and ask questions to check students' comprehension of co-relation of ideas and their ability to grasp the conclusion/essence of the audio programme. B. Explain the difference between opinions and facts with examples</p>				25	15	1	20	05

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Evaluation Scheme:

Internal Examination: Weightage: 25 Marks

Written test of grammar: 25 Marks

Speaking Skills: (dialogues/speech/role play) 25 Marks

A project related to course content, chart display on social issues/themes of the comprehension passage, PPT presentations, role play or class notebook assessment: 25 Marks (An average of the above three assessment should be taken up to give internal marks.)

External Examination: Weightage: 75 Marks

1. A. Essay type answer on the text taught in Module I (Marks 15)
B. Short notes on the texts taught in class. (Marks 10)
2. A. Vocabulary questions as MCQs (Marks: 10)
B. Correct and re-write given sentences. (Marks: 10)
3. Writing sentences according to taught patterns, (Marks: 10)
4. Interview skills; idioms (Marks: 15)
5. Facts and opinions (Marks: 05)

References:

Essential Reading:

- Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.
Olson, Judith. *Writing Skill Success*. Learning Express. 1998.
Longknife Ann. *Art of Styling Sentences*. Barron's. 2012
Johnston, Marcia. *Word Up: How to Write Powerful Sentences*. Westland. 2015.

Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.

Swan, Michael, *Practical English Usage*. Oxford University Press. 2017

Swan, Michael, Walter, Catherine. *Oxford English Grammar Course*. Oxford. 2012

Hoge, AJ, *Effortless English*. LLC. 2014

Bachelor of Commerce

Syllabus for Core Component (CC) English, English Medium - Semester VI

Current Syllabus	Proposed Changes
English A: Technical Writing II	
60611	

	Cr	L	T	D (EE)	EE	IE	T
English A: Technical Writing II 60611	04	03	01	2.5 hrs	75 Marks	25 Marks	100 Marks

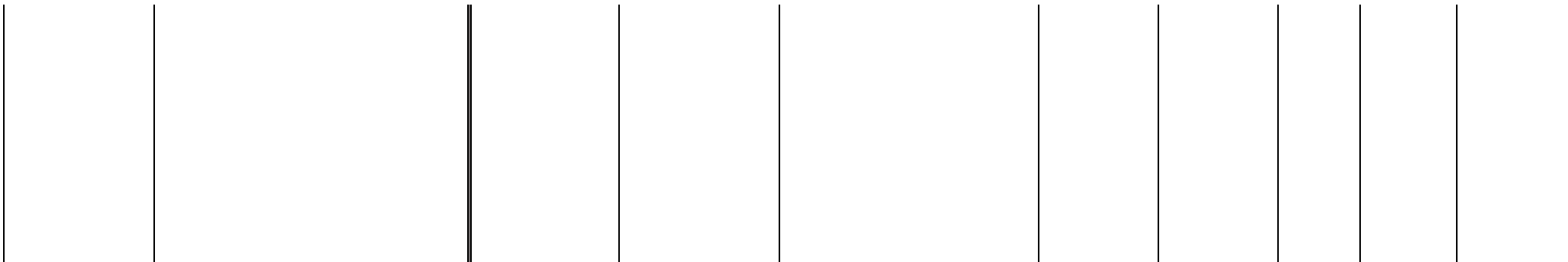
#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Current Syllabus	Proposed Changes
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Introduce students to social issues through literary text. 2. Train students to write committee reports and emails; refine their email writing skills, especially with a focus on email etiquettes. 3. Prepare students to make presentations, oral and digital. 4. Teach students to give and receive telephone messages and leave voice messages in formal/official situation; use of idioms for effective expressions. 5. Train students to write plain, easily understandable English sentences. <p>Learning Outcomes: At the end of semester, students would be able to acquire the following competencies:</p> <ol style="list-style-type: none"> 1. Discuss social issues through literary text; improved vocabulary. 2. Write committee reports, emails; give phone messages in simple and effective English. 3. Acquire the required skill to make oral and digital presentations 	<p>Objectives:</p> <p>Learning Outcomes: At the end of Semester II, students would be able to acquire the following competencies:</p>

Current Syllabus		Proposed Changes						Evaluation	
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	IE Weightage	EE Weightage
Module I: Reading Skill and Vocabulary	<p>Module Specific Objectives: Introduce students to social issues through a literary text and expand their vocabulary</p> <p>Content: 'Parasu Pator's Well', a novella by Indira Goswami, translated from Asomiya by Gayatri Bhattacharya</p> <p><i>Fresh Fictions</i>. Ed. North-East Writer's Forum. Katha. 2005. (81-87649-44-5)</p> <p>OR</p> <p>Short stories from <i>The Inner Courtyard</i>. Recommended stories: 'My Beloved Charioteer' by Shashi Deshpande; 'The Meeting' by Shama Fatehally; 'Her Mother' by Anjana Appachana</p> <p><i>The Inner Courtyard</i>. Ed. Lakshmi Holmstrom. Rupa and Co. 1991. (9780001000308)</p>				25	15	1	05	25

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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module II: Workplace Documentation and Telephone Communication	<p>Module Specific Objectives: Train students to write correspondence routinely required at workplace and handle formal telephone conversations</p> <p>Content: A. Committee Reports with a covering letter</p> <p>B. Drafting Notices and Agenda of a Meeting</p> <p>C. Drafting Minutes of a Meeting</p> <p>C. Receiving and leaving clear messages on telephone; creating voice messages</p>			<p>Addition:</p> <p>B. Drafting Notices and Agenda of a Meeting</p> <p>C. Drafting Minutes of a Meeting</p>	25	15	1	10	20



Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module III: Emailing, Presentation Skills and Effective Expressions	<p>Module Specific Objectives: Refine students' emailing skills and train them to make presentations</p> <p>Content:</p> <p>A. Cover the following topics about emailing Topics should be taught theoretically and demonstrated in class:</p> <ol style="list-style-type: none"> 1. Importance of a proper email id; writing a subject line in an email 2. Reply and reply all; sending CC and BCC 3. Email etiquette <p>B. Presentation Skills. The following topics should be covered theoretically and practically:</p> <ol style="list-style-type: none"> 1. Difference between a presentation and a talk 2. Preparing a presentation (purpose, audience, plan) 3. Importance of rehearsal and body language 4. Handling questions and stage fright 5. General tips to make a good digital slide for presentations <p>C. Common Idioms:</p> <p>Cook the books Cut a deal</p>			<p>Addition:</p> <p>Common Idioms: Cook the books Cut a deal Dead end job Elephant in the room Golden Parachute Be on headhunting Movers and shakers Play second fiddle Talk shop Weigh in Word of mouth Writing on the wall The lesser of two evils Strike while the iron is hot A bit over the top Hanging by the thread It's piece of cake Not touch it with a barge poll No prize for guessing A rough diamond New blood Cool, calm and collected Take a shine to someone Pay through the nose A rip-off</p>	25	15	1	05	15

Dead end job Elephant in the room Golden Parachute Be on headhunting Movers and shakers Play second fiddle Talk shop Weigh in Word of mouth Writing on the wall The lesser of two evils Strike while the iron is hot A bit over the top Hanging by the thread It's piece of cake Not touch it with a barge poll No prize for guessing A rough diamond New blood Cool, calm and collected Take a shine to someone Pay through the nose A rip-off								
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Current Syllabus		Proposed Changes							
Module	Details of the Current Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Hours	Credits	Evaluation	
								IE Weightage	EE Weightage
Module IV: Writing Skills	<p>Module Specific Objectives: Teach students basic rules to write simple and effective English</p> <p>Cover the following elements of style, focusing on actual examples instead of grammar rules.</p> <ol style="list-style-type: none"> 1. Prefer the active voice 2. Write concrete words 3. Use verbs 4. Prefer simple, known words; avoid Latin short forms 5. Maintain length variations in sentences and paragraphs 				25	15	1	05	15

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Evaluation Scheme:

Internal Examination: Weightage: 25 Marks

A project related to course content, chart display on social issues/themes of the stories, PPT presentations, role play or class notebook assessment: 25 Marks (An average of the above three assessment should be taken up to give internal marks.)

External Examination: Weightage: 75 Marks

1. A. Attempt one question on Module I out of two given. The students are expected to write an essay type answer of not more than 800 words. (Marks: 15)
B. Short notes on the text of Module I, 2/3 (Marks: 10)
2. A. Committee report with a covering letter. (Mark: 20)
OR
B. Notice, Agenda, Minutes (Marks: 20)
3. Questions on Module III, attempt one out of given two (Marks 15)
4. Questions on writing style covered in Module IV (Marks 15)

References:

Essential Reading:

Taylor, Shirley, *Model Business Letters, Emails and Other Business Communication*. Prentice Hall, 2017.

Chaturvedi PD, Mukesh Chaturvedi. *The Art and Science of Business Communication: Skills, concepts, Cases and Applications*. Pearson, 2017.

Rai, Urmila and SM Rai, *Business Communication*. Himalaya Publication House, 2010.

Taylor, Ken. *50 Ways to Improve Your Telephoning and Teleconferencing Skills*. Summertown Publishing. 2008.

Sharma, RC, Krishna Mohan. *Business Correspondence and Report Writing*. Tata Macgraw Hill. 1996.

Strunk, William, EB White. *The Elements of Style*. (Fourth Edition). Pearson. 1999.

Olson, Judith. *Writing Skill Success*. Learning Express. 1998.

Additional Reading:

Hale, Constance, *Sin and Syntax*. Three Rivers Press. 2013.

Sharma, Mohan, *Business Correspondence and Report Writing*. Macgraw Hill, 2011.

Whitmell, Clare, *Business Writing Essential*, Clare Whitmell, 2013.

Swan, Michael, *Practical English Usage*. Oxford University Press. 2017

Kumar, Sanjay, Lata, Pushpa, *Communication Skills*. Oxford University Press.