HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)
Re-Accredited with A++ Grade by NAAC (3rd Cycle)
Uthamapalayam - 625 533.



DEPARTMENT OF ENGLISH

PART IV - ENGLISH SYLLABUS

Choice Based Credit System - CBCS
(As per TANSCHE)

With

Outcome Based Education (OBE)

(Academic Year 2023 -2026)

Semester-I

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE11	Popular Literature And Culture (NME)	2	25	75	100	2
raitiv	23UENFN11	Reading And Writing Competency	2	25	75	100	2

Semester-II

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Dowt IV	23UENSE21	Philosophy For Literature (NME)	2	25	75	100	2
Part IV	23UENSE22	English For Communication	2	25	75	100	2

Semester-III

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
	23UENSE31	Entrepreneurial Skills	1	25	75	100	1
Part IV	23UENSE32	Public Speaking Skills	2	25	75	100	2
	23UGEVS41	Environmental Studies	1	-	-	-	-

Semester-IV

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
	23UENSE41	English for Career	2	25	75	100	2
Part IV	23UENSE42	English for Business	2	25	75	100	2
	23UGEVS41	Environmental Studies	1	25	75	100	2
	Total						25

Semester-V

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
	23UGVED51	Value Education	2	25	75	100	2
Part IV	23UENIS51	Internship / Industrial Training	-	-	-	-	2

Semester-VI

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE61	English For Competitive Examinations	2	25	75	100	2

			ts	S	Marks			
Course Code	Course Title	Category	Credit	Hours	CIAE	TEE	Total	
23UENSE11	POPULAR LITERATURE AND CULTURE (NME)	NME	2	2	25	75	100	

	Learning Objectives					
L1	To broaden the idea of literature and the concept of texts.					
L2	To learn the difference between genre fiction and literary fiction	n.				
L3	To make students gain an understanding of the folk roots of po		rature.			
L4	To make students find a perspective into the debate between h					
L5	To analyze the fantasy work that gains popularity.					
UNIT	Contents		No. of Hours			
I	Glover, David and Scott McCrackenIntroduction as an esssay Felicity Hughes, _Children's Literature: Theory and Practice', EnglishLiterary History, vol. 45, 1978		6			
II	Brothers Grimm – -The Juniper Tree Adventure of the Speckl Band Roald Dahl - Extracts from Charlie and the Chocolate Factory (Chapters 13 to 15, Penguin 2013)	ed	6			
III	Puffin Classics 2015)					
IV	Vajramukti (Vikram-Betaal Story)					
V	V Anuja Chauhan:The Zoya Factor J. K. Rowling:Harry Potter and the Philosopher's Stone					
	Total	1	30			
	Course Outcomes	Knowl	edge Level			
CO	On completion of this course, students will					
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1,K2,K	(3,K4			
2	Have an awareness of the major schools of thought in western philosophy.	K1,K2,k	3,K4,K5,K6			
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	K1,K2,K	3,K4,K5,K6			
4	Talk about some of the key figures in Philosophy.	K1,K2,K	3,K4,K5,K6			
5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1,K2,K	(3,K4,K5			
	Textbooks					
1.	Chute, HillaryComics as Literature .Reading Graphic Narra Publications of The Modern Language Association of America. 2008.					
2.	Herge. Tintin in Tibet. Baker and Taylor, 2009.					
	Reference Books					
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.					

2.	Gill, Rosalind & Herdieckerhoff, ElenaRewriting the romance: new femininities in chick lit? .Feminist Media Studies 6(4). 2006.
	Web Resources
1.	https://fdocuments.in/document/childrens-literature- 55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P010
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			S	S	Marks			
Course Code	Course Title	Category	Credits	Hours	CIAE	TEE	Total	
23UENFN11	READING AND WRITING COMPETENCY	Foundation Course	2	2	25	75	100	

	Learning Objectives	
L1	To broaden the idea of creative writing.	
L2	To learn describe and narrate the themes creatively.	
L3	To make students to write essay using creative contexts.	
L4	To make students to learn the various features of story, fiction, no biography	ovel and
L5	To analyze the different kinds of parts of speech	
UNIT	Contents	No. of Hours
I	Creative Competence, Format and Style, Pre-requisites and first step, Ways to become an Effective Writer	6
II	Paragraph Writing (Emerging Themes), Description and Narration	6
III	Essay Writing – Creative Context	6
IV	Features of Story, Fiction and Novel, Biography and Anecdotes	6
V	Figures of Speech, Types of Discourse, Symbolism, Acrostics, Free Verse, Writing on Blog, Web pages and LMS	6
	Total	30
	Course Outcomes	Knowledge Level
CO	On completion of this course, students will	
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1,K2,K3,K4
2	Have an awareness of the major schools of thought in western philosophy.	K1,K2,K3,K4, K5,K6
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	K1,K2,K3,K4, K5,K6
4	Talk about some of the key figures in Philosophy.	K1,K2,K3,K4, K5,K6
5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1,K2,K3,K4, K5
	Textbooks	
1.	Narayanaswami, V.R. Strengthen your Writing, Hyderabad: Orien 2005.	t Blackswan
	Reference Books	
1.	Paul, S. Creative Writing (A Monograph for the Beginners) Ludhia Publishers, 1997.	na: Kalyani
	Web Resources	
1.	https://books.google.mg/books?id=plruTSvDwgkC&printsec=copage&q&f=false	pyright#v=onep

2.	https://englishfinders.com/paragraph-writing-tips/
	1100p3// 01101111110121011/ paraorativa april 111101110 01p3/

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			ts	s	Marks		
Course Code	Course Title	Category	Credit	Hour	CIAE	TEE	Total
23UENSE21	PHILOSOPHY FOR LITERATURE (NME)	NME	2	2	25	75	100

	Learning Objectives					
L1	Engage with the philosophy of literary representations.					
L2	Give the students a historical overview of the major figures in p	hilosophy				
L3	Introduce to them some of the significant schools of thought that human perception.					
L4	Inform students how an understanding of philosophy is vital to reading of literature	the				
L5	Analyze the philosophical thought					
UNIT	Contents		No. of Hours			
I	The World of Greeks-Heraclitus—Flux and the unity of opposite Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Conce Soul—Beauty—Art—Nature	_	6			
II	Robert FrostWest- Running Brook-S T ColeridgeKubla Khar ShelleyOzymandias, KeatsEndymion (First 33 lines) (Aristotle's id soul, beauty, art and nature)		6			
III	Enlightenment and After-Rene Descartes—Rationalism—Dualism— Spinoza—idea of Nature and God—Pantheism—concept of substance					
IV	Emily DickinsonThe Brain—is wider than the Sky (Debate the Cartesian mind body or material immaterial dualism), Walt Whit -On the Beach at Night Alone. (Spinoza's pantheism), William Ross WallaceThe Liberty Bell (Locke's liberalism M and the tunnanity), D. H. LawrenceHow Beastly the Bourgeois Is? (Mar	tman. ırn of	6			
V	idea of social44class) Nihilism, Existentialism and Afterwards-Wallace StevensSad Strains of a Gay Waltz, (Nietzsche's idea of nihilism and the death of god), W H Auden. -Who's Who?!! (Heidegger's idea of Dasein and Geworfenheit					
	Total		30			
	Course Outcomes	Knowle	dge Level			
CO	On completion of this course, students will					
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th	K1,K	2,K3,K4			

	century.							
2	Have an awareness of the major schools of thought in western philosophy.	K1,K2,K3,K4,K5,K6						
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	K1,K2,K3,K4,K5,K6						
4	Talk about some of the key figures in Philosophy.	K1,K2,K3,K4,K5,K6						
5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1,K2,K3,K4,K5						
	Textbooks							
1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.							
2	Gaarder, Jostein. Sophie's World: 20th Anniversary Edition. Orie	on, 2015.						
	Reference Books							
1.	Russell, Bertrand. History of Western Philosophy.Routledge, 20	016.						
2.								
	Web Resources							
1.	https://www.philosophybasics.com/general_whatis.html							
2.	https://archive.org/details/SophiesWorld_989/page/n5/mod	de/2up						

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			Š	S	Marks		
Course Code	Course Title	Category	Credit	Hours	CIAE	TEE	Total
23UENSE22	ENGLISH FOR COMMUNICATION	SEC	2	2	25	75	100

	Learning Objectives								
L1	To enhance the level of literary and aesthetic experience of st them respond creatively.	udents a	and to help						
L2	To sensitize students to the major issues in the society and the world.								
L3	To provide the students with an ability to build and enrich their communication skills.								
L4	To equip students to utilize the digital knowledge resources chosen fields of study	effective	ly for their						
L5	To help them think and write imaginatively and critically								
UNIT	Contents		No. of Hours						
I	Communication: Basic Communication Styles- Passive, Agg Assertive-Significance of communication.	ressive,	6						
II	Types of communication-Verbal-Non-Verbal.		6						
III	Effective communication skills		6						
IV	Skills to be acquired in communication - Speaking/reading/writing/listening								
V	Application of learning		6						
	Total		30						
	Course Outcomes	Knowle	edge Level						
CO	On completion of this course, students will		2,K3,K4						
1	Identify the basic principles of communication		3,K4,K5,K6						
2	Analyze the various types of communication	K1,K2,K	3,K4,K5,K6						
3	Make use of the essential principles of communication	K1,K2,K	3,K4,K5,K6						
4	Identify the prominent methods and models of Communication.	K1,K2,	K3,K4,K5						
5	Learn about the four skills of language and get familiarized with them.	K1,K	2,K3,K4						
	Textbooks								
1	Technical Communication: Principles and Practice, Second Ed Raman and Sangeeta Sharma, Oxford Publications.	ition by	Meenakshi						
2	Effective Technical Communication by M Ashraf Rizvi, The McGr	aw-Hill	companies.						
3	Understanding Body Language by Alan Pease.								
	Reference Books								
1.	Communicative Grammar of English by Geoffrey Leech and	Ian Svai	tik.						
	Web Resources								
1.	(1)Subject: ENGLISH COMMUNICATION SKILLS (THEORY Academia.edu	goiga	la jijuna -						

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
C04	3	3	3	3	3
CO5	3	3	3	3	3

			S	S		Mark	S
Course Code	Course Title	Category	Credits	Hours	CIAE	TEE	Total
23UENSE31	ENTREPRENEURIAL SKILLS	SEC	1	1	25	75	100

	Learning Objectives		• .	
L1	To introduce learners to various qualities required for ent	repreneurs	ship	
L2	To discuss about various entrepreneurship models			
L3	To help them think creatively and innovatively			
L4	To enable them understand various schemes supporting en		ırship	
L5	To discuss the steps in venture development and new tren entrepreneurship.	ds in	I	
UNIT	Contents		No. of Hours	
I	Introduction to entrepreneurship, Role of Entrepreneurship Entrepreneurial Mindset, Characteristics of Entrepreneurship Traits of Entrepreneurship		3	
II	Types of Entrepreneurship Skills: Business management sl Teamwork and leadership skills, Communication and lister Customer service skills, Financial skills, Analytical and pro solving skills, Critical thinking skills.	ning,	3	
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding			
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export			
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discusource of entrepreneurship, Meeting with entrepreneurs.		3	
	Total		15	
	Course Outcomes	Knowl	edge Leve	
СО	On completion of this course, students will			
1	Understand the foundation of Entrepreneurship Development and its theories.	K1,k	X2,K3,K4	
2	Explore entrepreneurial skills and management function of a company.	K1,K2,k	X3,K4,K5,K	
3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	K1,K2,k	K1,K2,K3,K4,K5,K6	
4	Understand various steps involved in starting a venture.	K1,K2,k	X3,K4,K5,K	
5	Explore marketing methods & new trends in entrepreneurship.	K1,K2	,K3,K4,K5	
	Textbooks (Latest Editions)			
1.	Effectual Entrepreneurship by Stuart Read, Saras Sarasvat Wiltbank	hy, Nick De	ew, Robert	
2.	Entrepreneurship: The Practice and Mindset By Heidi M. N	eck, et al		
_	Reference Books	_		

1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York				
	Web Resources				
1.	6 Must-Have Entrepreneurial Skills HBS OnlineMindTools Home				

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			S	S		Mark	S
Course Code	Course Title	Category	Credits	Hour	CIAE	TEE	Total
23UENSE32	PUBLIC SPEAKING SKILLS	SEC	2	2	25	75	100

	Learning Objectives		
L1	To help students understand the goals and benefits of publ	ic speaking	5
L2	To help them recognize communication apprehension and reduce it	guide then	n on how to
L3	To familiarize them on how public speaking can be used to change	advocate (or create
L4	To enable learners recognize the social and historical conte and rhetoric	exts of spee	ech, oratory,
L5	To help them think and speak imaginatively and critically		
UNIT	Contents		No. of Hours
I	What is Public Speaking?		6
II	Need for Public Speaking.		6
III	Significance and essentials of public speaking skills		6
IV	Techniques in acquiring the skill		6
V	Speaking any common topic in front of the class		6
	Total		30
	Course Outcomes	Knowle	edge Level
CO	On completion of this course, students will		
1	Demonstrate an understanding of the principles of public speaking	K1,K	(2,K3,K4
2	Recognize barriers to public speaking and identify how to avoid them	K1,K2,K	(3,K4,K5,K6
3	Understand how to give effective verbal and nonverbal feedback	K1,K2,K	(3,K4,K5,K6
4	Learn about planning speech organization for the intended audience	K1,K2,K	(3,K4,K5,K6
5	Practice effective group delivery and speech in formal context.	K1,K2	,K3,K4,K5
	Textbooks (Latest Editions)		
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audiapproach (6th ed.). New York: Pearson	ence -cent	red
2.	Fraleigh, D.M., & Tuman, J.S. (2009). Speak up! An illustrated speaking. New York: Bedford/St. Martins	d guide to	public
	Reference Books (Latest editions, and the style as given below must be strictly ad	lhered to)	
1.	Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pit personal attributions. Journal of Personality and Social Psy	ch and spe	
	Web Resources		
1.	Learning Outcomes Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)		

CO /PO		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1		3	3	3	3	3	3	3	2
CO 2		2	3	3	3	2	3	3	2
CO 3		3	3	3	2	3	3	3	2
CO 4		3	3	3	3	3	3	3	2
CO 5		3	2	3	3	3	3	3	2
Strong-3	Mediu	ım-2	Low-	1	•				

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			S			Mark	S
Course Code	Course Title	Category	Credits	Hours	CIAE	TEE	Total
23UENSE41	ENGLISH FOR CAREER	SEC	2	2	25	75	100

	Learning Objectives				
L1	To help students gain knowledge about the job search, appli	cation, and	l		
ш	interviewprocess				
L2	Help them to explore their global career path, while buildin	g vocabula	ry and		
	improving language skills to achieve professional goals.				
L3	Help them with strategies for identifying the jobs that match	n their inte	rests and		
	skills		1 1:		
L4	Help them to understand the job-seekers language for meet	ing new pe	opie, makin		
L5	small talk, and describing To enable learners to describe themselves and their experience.	ncoc in a r	όςυ <u></u>		
ьэ	To enable learners to describe themselves and their experie	ences in a r	No. of		
UNIT	Contents		Hours		
I	Definition of English Language-Characteristic Features		6		
II	Purposes of English Language		6		
III	Major Roles played by English Language in Education and				
	various careerchoices				
IV	English language as a identity to popular culture				
V	The major developments happening in the contemporary world by				
	using English language. Total		30		
	Course Outcomes	Knowl	edge Level		
СО	On completion of this course, students will	11110111	euge zever		
	Attain communicative competence so that they can use	174 1	72 172 174		
1	language accurately and appropriately	K1,F	K2,K3,K4		
2	Understand the basic features of communication and	V1 V2 V	X3,K4,K5,K6		
	aimat improving language skills	K1,K2,F	IJ,N4,NJ,NU		
	Gain useful letter/report writing tools, tips and	_			
3	techniques to effectively apply the skills to their	K1,K2,k	X3,K4,K5,K6		
	everyday workplace correspondence.				
4	Demonstrate the particulars of writing effective	K1,K2,k	X3,K4,K5,K6		
	emails, whilst improving punctuation and grammar. Make sure that the style, content and message is				
5	concise, correct and appropriate.	K1,K2	,K3,K4,K5		
	Textbooks (Latest Editions)				
	The Waterfall. The English Writings of Rabindranath Tagore	e. Ed. Sisir I	KumarDas		
1.	Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print				
2	Geddes, Patrick. The Life and Work of J. C. Bose. London: Lon	ngman's Gi	reen and		
	Co., 1920. Print	5	-		
2.	CO., 1920. Finit				
Z.	Reference Books (Latest editions, and the style as given below must be strictly a				

1. Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemorati Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print						
Web Resources						
1.	(https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc 0Mzc5NTdAMTU50TY0MTYwMzU2NQ%3D%3D⪙=1_x_2&_esc=publication CoverPdf					

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

			S	S	Marks		
Course Code	Course Title	Category	Credits	Hour	CIAE	TEE	Total
23UENSE42	ENGLISH FOR BUSINESS	SEC	2	2	25	75	100

	Learning Objectives						
L1	To help students learn strategies and practical language to	deal with					
	reallife situations.						
L2	To help them improve on how to speak and write in order to						
	keep communication going and always appear professional						
L3	To enable them to use the language flexibly and express in t						
	for the context: for example in social, professional or acade						
L4	To help them strengthen their understanding of native speakers in real life						
	situations by learningstrategies and through practice, p						
L5	To help them to consistently develop a comprehensive voca authentic resources	ibulal y uli	ough real,				
	authentic resources		No. of				
UNIT	Contents		Hours				
I	Business English Definition and Difference		6				
II	Highlights/ Significance/Essentials of Business English		6				
III	Needs of Business English		6				
	The role of Rusiness English in English language Learning-						
IV	Education as aninstrumental factor in learning Business English.						
V	Economic Development through Business English 6						
	Total		30				
	Course Outcomes	Knowl	edge Level				
CO	On completion of this course, students will						
1	Strengthen their language skills: writing, reading,	K1 k	K2,K3,K4				
	listening & speaking	111,1	12,113,111				
2	Understand real speech patterns and learn	K1.K2.F	K3,K4,K5,K6				
	pronunciationtechniques in fluent speech						
3	Improve their confidence and learn how to connect	K1,K2,F	K3,K4,K5,K6				
	withpeople in English						
4	Develop a comprehensive vocabulary in order to	1/1 1/2 1	72 174 175 177				
4	improve the way of doing business in English and ultimately, to move you towards English proficiency.	K1,KZ,F	K3,K4,K5,K6				
5	Learn how to run meetings, deliver presentations,	K1,K2	,K3,K4,K5				
	deal with clients and interact with colleagues						
	Textbooks (Latest Editions)		- f O-				
1	Nabila, H. (2015). English for Specific Business Purposes. U	-					
1.	Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages						
	Section of English. Hutchinson T & Waters A (1987) English for specific pure	2000 Car	hridge:				
2.	Hutchinson, T. & Waters, A. (1987). English for specific purp Cambridge University Press.	Joses, Call	ibi iuge:				
	Reference Books						
	REIELEILE RIIIK						

1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.		
	Web Resources		
1.	(English language skills for the future Cambridge English		

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

	Course Title		Š	Hours	Marks		
Course Code		Category	Credits		CIAE	TEE	Total
23UENSE61	ENGLISH FOR COMPETITIVE EXAMINATIONS	SEC	2	2	25	75	100

	Learning Objectives			
L1	To develop the students intellectual, personal and professional abilities.			
L2	To acquire basic language skills listening, speaking, reading and writing for effective communication.			
L3	To develop confidence in getting job opportunities.			
L4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.			
L5	To develop competitive skills through various types of objective tests.			
UNIT	Contents	No. of Hours		
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.	6		
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.	6		
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.	6		
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.	6		
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.	6		
	Total	30		

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and

Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

	Course Outcomes				
CO	On completion of this course, students will				
1	Gain knowledge of English language to face the challenges in Competitive Examinations.	P01			
2	Acquire skills in vocabulary usage and grammar.	P01, P02			
3	Acquire skills in logical reasoning, question erroranalysis and correct usage of words.	PO4, PO6			
4	Build confidence in getting job opportunities.	P04, P05, P06			
5	Aware of the various types of jobs offered in both inthe Central and State Government.	PO3, PO8			
Textbooks					
1.	English for Competitive Examinations-R.P.Bhatnagar & Rajal Bhar	gava			
2.	Remedial Grammar-F.T.Wood				

	Reference Books			
1. Facets of English Language - Ramesh Rao				
2.	English for Competitive Examination - Dr.V.Ayothi.			
	Web Resources			
1.	https://onlinecourses.nptel.ac.in/noc24_hs73/preview			

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	P0 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3