



SHRI VISHWAKARMA SKILL UNIVERSITY
(A State Skill University, setup by an Act of Legislature in 2016)

Name of the Skill Faculty: Skill Faculty of Applied
Sciences and Humanities

Name of the Department: Skill Department of
Language and Culture

Name of the Program: Diploma in English
Language

Duration of the Program: 1 Year (2 Semesters)

Session- 2022-23

Scheme and Syllabus:

Semester 1

	Subject Name	Code	Credits			Marks (Theory)			Marks (Practical)			Total Marks (Theory + Practical)	Hours		
			T	P	Total	I	E	Total	I	E	Total		T	P	Total
1	Fundamentals of Computer	CSE 501	3	0	3	15	35	50	0	0	0	50	45	00	45
2	Fundamentals of Computer Lab	CSE 501 L	0	1	1	0	0	0	35	15	50	50	00	30	30
3	Employability Skills	ENG 507	4	0	4	30	70	100	00	00	00	100	60	00	60
4	Basics of Phonetics	ENG 508	2	0	2	15	35	50	00	00	00	50	30	00	30
5	Elementary English Grammar-I	ENG 509	4	0	4	30	70	100	00	00	00	100	60	00	60
6	Elementary Listening Skills	ENG 510	4	0	4	30	70	100	00	00	00	100	60	00	60
7	Elementary Speaking Skills	ENG 511	0	4	4	00	00	00	70	30	100	100	00	120	120
8	Elementary Reading Skills	ENG 512	4	0	4	30	70	100	00	00	00	100	60	00	60
9	Elementary Writing Skills	ENG 513	4	0	4	30	70	100	00	00	00	100	60	00	60
	Total Credits		25	05	30	180	420	600	105	45	150	750	375	150	525

*Note: Relevant MOOCs /Online Course will be offered as per the availability.

**Fundamentals of
Computer****CODE: CSE-501****CATEGORY:** General Education Component

Credit	Hours	Marks		
		I	E	To
3	45	15	35	50

Objectives:

The syllabus introduces students to basic information and communication technology and proper paradigms that need to be implemented to develop any kind of computer applications. The course will help in developing the basic technical skills by hands on experience.

Learning Outcomes:

- Students will be able to use the computer for basic purposes of preparing personnel/business letters, viewing information on Internet, sending mails, using internet banking services etc.
- Understand basic computer operations and ICT applications.
- Understand Network troubleshooting.
- Undertake data entry services

Unit	Topic	Key Learning
I	Introduction to Computer System:	1.1 What is Computer, Basic Applications of Computer; Block Diagram of Computer System 1.2 Input / Output Devices, Computer Memory, Concepts of Hardware and Software, Data and Information; Applications of IECT. 1.3 Computer Virus: Definition, Types of viruses, Characteristics of viruses, Anti-virus software, 1.4 Introduction to number system
II	Operating System	<ul style="list-style-type: none"> • Overview of operating system: Definition, Functions of operating system, Need and its services, Types of operating system, Batch Processing, Spooling, Multiprocessing, Multiprogramming • , Time-Sharing, On-Line Processing, Real-Time Processing Basics of window operating system • Comparison between DOS and windows, Switching between DOS and windows • Comparison between Unix and Windows

III	Understanding Office Applications	<ul style="list-style-type: none"> • Introduction to MS Word, Introduction to MS Excel and its applications, Introduction to MS PowerPoint, Menus, Shortcuts, • Document types, Formatting documents • spread sheet and presentations, working with Spreadsheets, Different templates, Macros, Mail merge
IV	Networking	<ul style="list-style-type: none"> • Network Technologies, Introduction to Internet and protocols: TCP/ IP, Network connecting devices, Topologies • HTTP, HTTPS DNS, Hub, Switches • Router, Repeater, Firewalls, Digital Signature.
V	Introduction to World Wide Web and ERP	<ul style="list-style-type: none"> • WWW and Web Browsers Introduction, Objectives, Concept of internet • Overview of search engines, popular search engines in use, Surfing the web and websites, Hosting your websites, Planning and Developing the websites, Internet service provider. • Defining ERP, Origin and Need for an ERP System, Benefits of an ERP System, ERP Tools and Software, ERP Selection Methods and Criteria, ERP Selection Process, ERP Vendor Selection, ERP Implementation Lifecycle, Pros and cons of ERP implementation, Factors for the Success of an ERP Implementation, Introduction to SAP

Suggested Readings:**Text Books**

1. Computers and Beginners by Jain, V.K.;
2. Computer Fundamentals by Anita Goel, Pearson.

Reference Books

1. Introduction to Information Technology, Leon Tech World by Leon and Leon
2. Foundations of Computing, BPB Publication by Sinha, Kr. Pradeep and Preeti Sinha;
3. Word Processing and Typing by Sharon Spencer, Heinemann.
4. MS Office by S.S. Srivastava, Firewall Media.
5. Microsoft Office 2010 by Bittu Kumar, V & S Publications
6. Data Communication and Networking by Behrouz.A. Forouzan, McGraw Hill

Web Links <http://cec.nic.in/E-Content/Pages/default.aspx>

Subject Name: Fundamental of Computers
Lab

Paper Code: CSE-501L

CATEGORY: General Education Component

Credit	Hours	Marks		
		I	E	To
1	30	35	15	50

List of Experiments

1. Troubleshooting
2. Practical based on to be exposed/shown various components and supposed how to switch on a computer.
3. Handling Boot Setup, Installation of Operating System, Connecting your client to server, User and Workgroup Handling, General Operating system handling and related topics.
4. WordPad, Notepad, Sticky Note, Snipping tool, Paint
5. M.S. Word
6. MS-Excel- Creating charts, Creating tables
7. MS-PowerPoint
8. MS-Outlook
9. Case study on Operating systems (Windows/ Ubuntu/ Android/iOS)
10. Networking
11. Software: Preparatory and open domain.
12. Internet skills

Employability Skills**Subject Code: ENG 507**

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: General Education Component

Objective: This course will introduce students to Basics of Employability Skills with a focus on Attitude, Communication, Etiquettes etc. to enable them practice or showcase professional behavior in formal context.

Learning Outcomes:

1. Learners will be able to use soft skills effectively.
2. Learners will demonstrate a professional behavior at workplace.
3. Learners will learn Interview skills with ability to prepare for interviews and perform well in the same.
4. Learners will be able to deal with various types of customers in an effective manner.

Unit	Unit Name	Contents
I	Soft Skills	Soft Skills- Introduction to soft skills, aspects and importance of soft skills. Personality Development: Definition and Types of personality; Elements of Personality development; Goal setting. SWOT Analysis, Problem solving.
II	Organizational Behavior	Assertive Behavior, Emotional Intelligence, Empathy Building, Time Management, Adaptability and Workplace Etiquette, Decision Making, Team Building and Leadership, Inter-Cultural communication
III	Interview Skills	Interview- Types, Process and Strategies; Group discussion, Resume Writing and Job Application; Job description, Research about Industry and Mapping of Job Competencies with Personal Skills; Presentation Skills
IV	Communicating with Customer	Types of Customers, Dealing with Angry Customer, Opening and Closing a Call, Handling Customer queries, Call Flow; Feedback: Giving and Receiving Feedback.

Suggested Readings:

1. Sector IT-ITeS, NSQF Level 4, Student Workbook – Vol. 1, PSS Central Institute of Vocational Education, Bhopal.
2. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey.
3. Soft Skills Training: A Workbook to Develop Skills for Employment by Frederick H. Went
4. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success by Gopaldaswamy Ramesh.

Course Name- Basics of Phonetics
Subject Code: ENG 508

Credit	Hours	Marks		
		I	E	To
2	30	15	35	50

Category: Skill Education Component

Objective- The main objective of this course is to introduce basic concepts of phonetic and phonological analysis. This course aims at acquainting students with the mechanisms of speech production and to train them to perceive, identify and transcribe speech sounds using the IPA symbols and to pronounce and comprehend English sounds correctly.

Learning Outcomes:

1. Learners will be able to recognize and describe the specific linguistic terms found in phonetics and phonology.
2. Learners will be able to clarify the distinctive features of English speech sounds and pronounce and comprehend them clearly.
3. Learners will be able to use stress in syllables while using the language.
4. Learners will be able to transcribe the words and use the correct pronunciation of the words.

Unit	Contents
1. Introduction to Phonetics	<ol style="list-style-type: none"> 1. The role of sounds in communication 2. The domain of phonetics 3. Major branches of phonetics: articulatory, acoustic and auditory phonetics
2. Classification and description of speech sounds	<ol style="list-style-type: none"> 1. Distinction between consonants and vowels 2. Articulatory and acoustic criteria for classification and description of consonants 3. Articulatory and acoustic criteria for classification and description of vowels 4. Semivowels 5. Diphthongs
3. The syllable and Stress	<ol style="list-style-type: none"> 1. Syllable: Obligatory component of the syllable, Form/structure of a syllable, Role of stress, Primary Stress
4. Transcription and Intonation	<ol style="list-style-type: none"> 1. Phonetic Symbols 2. Rising Tone 3. Falling Tone 4. Rising- Falling Tone 5. Falling-Rising Tone

Recommended Readings:

Bolinger Dwight, ed. *Intonation*. Harmondsworth: Penguin Books Ltd., 1972.

Catford J.C. *A Practical Introduction to Phonetics*. Oxford: Clarendon Press, 2001.

Davenport, Hannah. *Introducing Phonetics and Phonology*. London: Hodder Arnold, 2005.

Roach Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1991.

Odden David. *Introducing Phonology*. Cambridge: Cambridge University Press, 2005.

Elementary English Grammar I
Subject Code: ENG 509

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective: To make students familiar with and understand basic grammar and vocabulary so that they can use it for their communication in diverse situations and purposes at Elementary level.

Learning Outcome:

- The learners will be able to use the basics of grammar as per the requirements of their field at elementary level.
- They will develop vocabulary of fundamental level and can understand and use the same for their communication needs.

Note:

Unit	Content
I	Part of Speech: Noun, Pronoun, Verb, Adverb, Adjectives, Articles, Prepositions, Conjunctions, Modals
II	Subject- verb Agreement, Active- Passive, Direct and Indirect Speech
III	Vocabulary: Synonyms, Antonyms, Homonyms, Homophones. Use of words in sentences Developing vocabulary for professional and personal communication through different activities.
IV	Comprehension Passage, Precis Writing, Essay Writing, Paragraph Writing

Reference Books:

- Wren and Martin. *High School English Grammar and Composition*. New Delhi: S Chand Pub.
- A J Thomson and A V Martinet. *A Practical English Grammar*. 4TH Ed. New Delhi: OUP.
- Aruna Koneru. *English language Skills*. New Delhi: McGraw Hill Education.
- Michael Swan. *Practical English Usage*. 3rd ed. Oxford: OUP.
- *Advance Learner's Dictionary*. Oxford: OUP.
- Sukhdev Singh and Balbir Singh. *Grammar of the Modern English Language*. Cambridge University Press India Ltd.
- Raymond Murphy, *English Grammar in Use*. Cambridge University Press India Ltd.

Course Name- Elementary Listening Skills
Subject Code: ENG 510

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build elementary level listening skills, i. e. A2 of the learners with an ability to comprehend information/content of a concrete type, provided it is articulated clearly and slowly. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

Learning Outcomes:

1. The learner will be able to understand language and expressions in familiar everyday situations.
2. The learner will be able to understand a very basic conversation at important public places.
3. The learner will be able to comprehend basic conversations revolving around friends, family, vacation, one's occupation, shopping or announcements at public places and is able to understand the main points/themes discussed therein.

Unit	Contents
1. Basics of Listening Skills	Understanding the context, details etc., Following conversations, Recognizing paraphrase and passages, Places and directions, actions and processes-describing actions, processes, diagram etc., Attitude and Opinions-persuading, suggesting, Lecture or a Talk, Contrasting ideas.
2. Listening Activities-I	Friends and family • Vacation, travel, Occupation • Clothes • Unanimously planning to meet at a certain time and venue, Leisure and hobbies •
3. Listening Activities-II	Talking about likes/dislikes • Very basic informative announcements at public places, Talking about food and drinks • Furniture and home, School, courses and career • Different Means of transport

Recommended Readings:

Anderson, Anne and Tony Lynch. Listening. OUP, 1988.

Field, John. Listening Comprehension. London: MacMillan, 1981.

Thakkar, Parthesh. The Ultimate Guide to IELTS Listening.

Roach Peter, 1991. English Phonetics and Phonology, Cambridge: Cambridge University Press (2nd edition).

Oden David, 2005. Introducing Phonology, Cambridge: Cambridge University Press.

Course Name- Elementary Speaking Skills
Subject Code: ENG 511

Credit	Hours	Marks		
		I	E	To
4	120	70	30	100

Category: Skill Education Component

Objective- This course aims to build elementary level Speaking skills, i. e. A2 of the learners with an ability to speak sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). It aims to enable the learners to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Learning Outcomes:

1. The learner learns to express himself/herself in familiar everyday situations.
2. The learner will be able to lead a very basic conversation at important public places.
3. The learner will be able to describe his/her family, friends, vacation, city and country.

Unit	Contents
1. Introduction to Speaking Skills	<ul style="list-style-type: none"> • Speaking Skills—Types, process. • Barriers to effective Speaking, Steps to improve Speaking • Abstract topics— agreeing and disagreeing, lexical resource, personal opinions • Checking, correcting and assessing— pronunciation and intonation etc. • Getting ready-tense, range and accuracy. • Improving fluency, coherence • Abstract topics— agreeing and disagreeing, lexical resource, personal opinions • Checking, correcting and assessing— pronunciation and intonation etc.
2. Speaking Activities-I	<ul style="list-style-type: none"> • Talking about one's family, friends, own city and own country; • A dialogue/conversation between a doctor and a patient, a dialogue/conversation at a supermarket, a dialogue/conversation while buying clothes. • Describing one's school and school time. • Describing a person; describing a picture; planning a party or event together. • Describing an exhibition one visited; Describing a film, Book etc. Booking a trip through a travel agency. • Parent-Teacher meeting • Talks at ceremonies, functions, events, parties, meetings, interviews • Making requests, taking permission, asking questions, in different contexts
3. Speaking Activities-II	<ul style="list-style-type: none"> • Describing a person; describing a picture; planning a party or event together. • Describing an exhibition one visited; Describing a film, Book etc. Booking a trip through a travel agency. • Parent-Teacher meeting • Talks at ceremonies, functions, events, parties, meetings, interviews

	<ul style="list-style-type: none">• Making requests, taking permission, asking questions, in different contexts
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Recommended Readings:

Bygate, M. *Speaking*. Oxford: OUP, 1988.

Ur, P. *Discussions That Work*. Cambridge: CUP, 1996.

Anderson, Anne, and Tony Lynch. *Listening*. New Delhi: OUP, 1988.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Listening*.

Roach Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1991.

Oden David, 2005. *Introducing Phonology*, Cambridge: Cambridge University Press.

Course Name- Elementary Writing Skills
Subject Code: ENG 513

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build elementary level writing skills, i. e. A2 of the learners with an ability to draft documents/texts (e.g. very basic personal and family information, shopping, local geography, employment) and to enable them to explain in writing simple aspects of their background, immediate environment, and matters in areas of immediate need.

Learning Outcomes:

1. The learner will be able to write paragraphs/passages at A2 level.
2. The learner will be able to write a very b
3. The learner will be able to describe in an Email, letter, essay or on an online forum his/her family, friends, vacation, city, and country.

Unit	Contents
1. Introduction to Writing Skills	Mechanics of Writing: Vocabulary, Sentences, Paragraphs, Punctuations; Cohesion. Types of Writing: Descriptive, Narrative, Expository, Argumentative, Reflective, Persuasive, Interpretative
2. Writing Activities I	Essay Writing, Review Writing, Paragraph Writing, Email, Letters and Resume Writing
3. Writing Activities II	Writing about one's family, friends, city, country About Vacation, travel, Occupation, Clothes Writing about one's school and school time, daily routine, experience in the marketplace, grocery store. Describing a person, a picture, a party together

Recommended Readings:

Byrne, D. *Teaching Writing Skills*. Oxford: OUP, 1988.

Hedge, T. *Writing*. Oxford: OUP, 1988.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Writing*.

Roach Peter, 1991. *English Phonetics and Phonology*. Cambridge: Cambridge University Press (2nd edition).

Oden David, 2005. *Introducing Phonology*, Cambridge: Cambridge University Press.

Course Name- Elementary Reading Skills
Subject Code: ENG 512

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build elementary level reading skills, i. e. A2, of the learners with an ability to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment) and to enable them to read and comprehend the texts about the simple aspects of their background, immediate environment, and matters from the areas of immediate need.

Learning Outcomes:

1. The learner will be able to read and comprehend English text/documents of A2 level.
2. The learner will be able to use various strategies of Reading as per the need.

Unit	Contents
1. Basics of Reading Skills	Reading Strategies: Skimming, Scanning, Intensive Reading, Extensive Reading. Types of passages: Narrative, Descriptive, Factual, Argumentative/persuasive, Analytical, Abstract
2. Reading Activities-I	<ul style="list-style-type: none"> • Reading and comprehending passages about familiar situations • About Vacations, travel, Occupation, Clothes • About one's school and school time, daily routine, experience in the marketplace, grocery store. • About persons, pictures, party. • Short stories and prose pieces form Language and Literature (English textbook prescribed in BA program semester 1 and 2 of Higher education, Govt of Haryana)
3. Reading Activities-II	<ul style="list-style-type: none"> • About persons, pictures, party. • Short stories and prose pieces form Language and Literature (English textbook prescribed in BA program semester 1 and 2 of Higher education, Govt of Haryana)

Recommended Readings:

Byrne, D. *Teaching Writing Skills*. Oxford: OUP, 1988.

Hedge, T. *Writing*. Oxford: OUP, 1988.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Writing*.

Roach Peter, 1991. *English Phonetics and Phonology*. Cambridge: Cambridge University Press (2nd edition).

SEMESTER II

	Subject Name	Code	Credits			Marks (Theory)			Marks (Practical)			Total Marks (Theory + Practical)	Hours		
			T	P	Total	I	E	Total	I	E	Total		T	P	Total
1	Entrepreneurship/ MOOCs	OMS-501	2	0	2	30	70	100	00	00	00	100	30	00	30
2	Creative Writing	ENG 514	4	0	4	30	70	100	00	00	00	100	60	00	60
3	English language and Business Communication	ENG 503	4	0	4	30	70	100	00	00	00	100	60	00	60
4	Grammar- II	ENG 515	4	0	4	30	70	100	00	00	00	100	60	00	60
5	Intermediate Listening Skills	ENG 516	4	0	4	30	70	100	00	00	00	100	60	00	60
6	Intermediate Speaking Skills	ENG 517	0	4	4	00	00	00	35	15	50	50	00	120	120
7	Intermediate Reading Skills	ENG 518	4	0	4	30	70	100	00	00	00	100	60	00	60
8	Intermediate Writing Skills	ENG 519	4	0	4	30	70	100	00	00	00	100	60	00	60
	Total		26	04	30	210	490	700	35	15	50	750	390	120	510

**SUBJECT: Entrepreneurship (MOOC /online
Course-II) CODE: OMS-501
CATEGORY: General Education Component**

Credit	Hours	Marks		
		I	E	To
2	30	30	70	100

Course Objectives:

- The course will create awareness among the students about the entrepreneurship and factors that will help in facilitating the entrepreneurial development with a focus on new ventures/ start-ups.
- Enable the students to develop the insight needed to discover and create entrepreneurial opportunities.
- Successfully start and manage their own businesses to take the advantage of these opportunities.

Course Outcomes:

- To understand the nature of entrepreneurship
- To understand the function of the entrepreneur in the successful, commercial application of innovations
- To confirm an entrepreneurial business idea
- To identify personal attributes that enable best use of entrepreneurial opportunities
- To explore entrepreneurial leadership, management style and legal issues.

Units	Topics	Learning outcomes
Unit-1	Introduction to Entrepreneurship	Introduction to Entrepreneurship, Entrepreneurial Mindset, Characteristic of an Entrepreneur, Advantages and disadvantages of Entrepreneurship
	Recognize Opportunity	Purpose of all businesses, Types of Entrepreneurial organizations, Types of Enterprises
	Creativity & Innovation	Marketing, 4Ps of Marketing, Process of Marketing, Marketing Mix, 7Ps of Marketing
	Conception & Ideation	Business Plan and its elements, Application of Business Plan
	Are you a risk taker?	Entrepreneurs, types of Entrepreneurs, Roles and Responsibilities of Entrepreneurs, Qualities of an Entrepreneur
	Identify Your Customer	Customer segmentation, Criteria for selling customer value proposition, Customer Lifecycle
Unit-2	Self Confidence and Resilience	4 Ps of Entrepreneurship, Qualities of successful entrepreneur, Self-confidence, Positive attitude, Overcoming the fears, Recover from Failure
	Success and Failure Stories of Famous Entrepreneurs – 1	Steve Jobs Success Story, Mumbai Dabbawala delivery success Story
	Never Give Up	Importance of Focusing energy on Business, Importance of Business Networking and its advantages

	Competition Analysis	Competition Analysis, Factors affecting Competition strategies, Prerequisites of successful enterprise
	Risks – Identification and Mitigation	Business Risk, Types of Business Risks, Risk Identification, Risk Mitigation,
	Getting Money for Business	Concept Of Funding, Basics terms of Accounting, Types of Funding,
Unit-3	Dream and Achieve	Vision, Mission and Goals, Business Ethics, SMART goals, entrepreneurial work ethics
	Leadership and Team Spirit	Lead by example, Importance of Embracing diversity, Role of Emotional Intelligence to be a leader.
	Success and Failure Stories of Famous Entrepreneurs – 2	
	Serving the Society	Roles of Entrepreneurs in society, Selfless Entrepreneurship,
	Taking Ownership	Taking complete ownership, taking control over the business
	Adapt to Change	Porters competition strategies, Factors affecting business,
	Discover Yourself	Qualities of the successful entrepreneur
Unit-4	Problem Solving: Introduction to Critical Thinking	Critical Thinking, Applying critical thinking, REASON Model of Critical Thinking
	Problem Solving: Introduction to Creative Thinking	Creative thinking, Importance and benefits of Creative thinking, Creative thinking in problem solving
	Problem Solving: Introduction to Decision Making	Decision making, Effective decision-making process
Unit-5	4Ps of Marketing	4Ps- Product, Place, Price, Promotion, Apply 4Ps to marketing Strategy into action
	Costs in Entrepreneurship	Cost, types of Costs, Introduction to Accounting Basics, main methods of Accounting, Financial Documents, P&L statements, Working capital
	Applicable Sources of funding and Regulatory and Statutory rules	Regulatory and statutory rules for an Entrepreneur, Business Loans for startups and MSMEs by Indian Government
	Analysis of success and failure stories	Analysis of success and failure stories, Key skills involved in the successes of entrepreneurs

	Identification of one's entrepreneurial skills and knowledge	Identify various skills and characteristics o be an entrepreneur, Effective Ways to Build Entrepreneurial Skills, Develop or Improve your Entrepreneurial Skills.
	Legal Issues	Intellectual Property Rights, patents, trademarks, copyrights, trade secrets,licensing, franchising

Text Books:

1. Dollinger, MJ, Entrepreneurship- Strategies and Resources, Pearson Education.
2. Desai,Vasant, Entrepreneurship Development, Himalaya Publishing House.
3. Gupta, C.B. and Srinivasan, P., Entrepreneurship Development, Sultan Chand & Sons.

Reference Books:

1. Charanthimath, P.M., Entrepreneurship Development and Small Business Enterprise, Pearson Education.
2. Havinal, Veerbhadrappa, Management and Entrepreneurship, 1st Edition, New Age InternationalPublishers, 2008.

English Language and Business Communication
Course Code: ENG-503

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: General Education Component

Objectives:

1. To make students aware about the basic genres of writing and help them to blend it with animation.
2. To make students aware about some basic elements of creative writing.
3. To hone students' skills in self-expression through execution of creative writing.
4. To make them aware about different structures of writing.

Learning Outcomes:

1. Students will understand principles of creative writing, including form, technique, and style.
2. Students will be able to understand and creatively develop different writing styles.
3. Students will be able to create their own scenarios and stories.
4. Students will be able to imply variant literary techniques in their writings.

Units	Topics
I: Introduction to Creative Writing	(Literary and Technical) Prose: Essay, biography, autobiography, travelogue and others. Writing advertisements. Writing for news-paper: news, articles, and translations. Writing for radio: news, features, documentaries, plays. Writing for television: news, scripts for serials, screenplays, and documentaries.
II: Story/Fiction Writing	Story and Novel: definition and types— fantasy, adventure, travel writing, gothicetc., Narrative devices, Types of characters.
III: Poetry	Types of poems—Ode, Ballad, Sonnet; rhyme, rhythm, meter. Figures of speech.
IV: Drama	Types of Plays; One-Act Play, Two-Act Plays, Five-Act Plays; Comedy, Tragedy, and Historical plays; Elements of Drama: Characters, Plot, Three unities; Dialogues

Books Recommended:

- Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge: CUP, 2002.
- Bell, James Scott. *How to Write Dazzling Dialogue*. CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
- Berg, Carly. *Writing Flash Fiction: How to Write Very Short Stories and Get Them Published*. Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. *Writing Tools*. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.
- Egri, Lajos. *The Art of Dramatic Writing*. NY: Simon and Schuster, 1960.
- Gardner, John. *The Art of Fiction*. New York: Vintage, 1991.
- Goldberg, Natalie. *Writing Down the Bones*. Boston and London: Shambhala, 1986.
- Hamer, Enid. *The Metres of English Poetry*. Booksway, 2014.
- King, Stephen. *On Writing: A Memoir of the Craft*. London: Hodder and Stoughton, 2000.
- Johnson, Jeannie. *Why Write Poetry?* US: F. D. Univ. Press, 2007.
- Mezo, Richard E. *Fire in the Blood: A Handbook of Figurative Language*. USA: Universal Publishers/uPUBLISH.com, 1999.
- Sartre, Jean-Paul. *What Is Literature? And Other Essays*. Harvard: Harvard Univ. Press, 1988. Show, Mark. *Successful Writing for Design, Advertising and Marketing*. New York: Laurence King, 2012.
- Strunk, William and White, E. B. *The Elements of Style*. London: Longman, 1999.

English Language and Business Communication
Course Code: ENG-503

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: General Education Component

Objective: To train students to enhance their skills in written as well as oral communication through the practical conduct of this course. This course will help students in understanding the principles and techniques of business communication.

Learning Outcomes:

LO 1. Students would be able to understand the nature, structure, types, and process of various dimensions of communication and apply them in communication.

LO 2. Students would be able to make effective presentations in various business situations incorporating the ethics of good negotiations and assertive behavior.

LO 3. Students would develop competency to understand and perform the diversity of the globalized multicultural world.

LO 4. Students would be able to draft various types of documents used inside the organization for various types of communication.

LO 5. Students would develop interview skills and competency by incorporating the use of different social media platforms for networking.

Units	Topics
I: Basics of Communication:	Meaning, Process and Types of Communication; Principles of Effective Communication; Verbal and Non-verbal Communication; Process and types of listening, deterrents to listening process, essentials of good listening.
II: Presentation Skills	Prerequisites of effective presentation, the format of presentation; team presentations, social media, technology, and presentation; Conversations and negotiations: Negotiations-types, structures, and basics of negotiations; Assertive behavior.
III: Multicultural World and Communication	Business Communication in a globalized and multicultural world; understanding cultural diversity and developing cultural competency and inter-cultural business communication skills; Barriers to cross-cultural communication and strategies to overcome them;
IV: Written Communication	Mechanics of writing, report writing, circulars, notices, memos, agenda and minutes; business correspondence – business letter format, style of letter arrangement, types of letters, electronic mail; Resume Writing
V: Communication in Practice	Preparing for interviews- types of interviews, process of interview and group discussion; effective ways of performing well in interviews; Social media and Networking, Social media profiles, Editing and Posting on social media;

Books Recommended

1. Bovee, L. Courtland, John V Thill, and Roshan Lal Raina. *Business Communication Today*. 14th ed. Noida: Pearson, 2018. Print.
2. Mukherjee, Hory Sarkar. *Business Communication: Communication at Work*. 2nd ed. NewDelhi: OUP, 2016. Print.
3. Sinha, K. K. *Taxmann's Business Communication*. 4th Revised ed. New Delhi: Taxmann's Pub., 2018. Print.
4. Lata, Pushp, and Sanjay Kumar. *Communication Skills*. 2nd ed. New Delhi: OUP, 2019. Print.
5. Monippally, Matthukutty. M. *Business Communication: From Principles to Practice*. NewDelhi: McGraw Hill Pub., 2018. Print.

English Grammar II**Code: ENG 515****Category: Skill Education Component**

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Objective: To make students familiar with and understand basic grammar and vocabulary so that they could use it for their communication in diverse situations and purposes at an intermediate level.

Learning Outcome:

- The learners will be able to use the basics of grammar as per the requirements of their field at intermediate level.
- They will develop a vocabulary of a fundamental level and can understand and use the same for their communication needs.

Note:

Unit	Contents
I	Sentence: Subject and Predicate, Simple Sentence, Compound Sentence, Complex Sentence. Clauses: Types of Clauses: Noun, Adjective, Adverbial.
II	Verbs: Finite, Non-Finite: Infinitive, Gerund, and Participle
III	Vocabulary: Idioms and Phrases, One Word Substitution, Words Confused and Misused: Words similar in Sound, Meaning, or form
IV	Composition: Essay Writing, Picture Composition, Paragraph Writing

Reference Books:

- *Advanced Learner's Dictionary*. Oxford: OUP.
- A J Thomson and A V Martinet. *A Practical English Grammar*. 4TH Ed. New Delhi: OUP.
- Aruna Koneru. *English language Skills*. New Delhi: McGraw Hill Education.
- Joseph, C J, and E G Myall. *A Comprehensive Grammar of Current English*. Ed. by A Biswas.
- Michael Swan. *Practical English Usage*. 3rd ed. Oxford: OUP.
- Sukhdev Singh and Balbir Singh. *Grammar of the Modern English Language*. Cambridge University Press India Ltd.
- Raymond Murphy, *English Grammar in Use*. Cambridge University Press India Ltd.
- Wren and Martin. *High School English Grammar and Composition*. New Delhi: S Chand Pub.

Course Name- Intermediate Listening Skills
Subject Code: ENG 516

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build intermediate level listening skills, i. e. B1 of the learners with an ability to comprehend information/content or speech on familiar matters, regularly encountered in work, school, leisure etc. The learner can understand the main points of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Learning Outcomes:

1. The learner will be able to understand language and expressions in familiar everyday situations.
2. The learner will be able to understand a conversation at the workplace, on TV/Radio, etc. on current affairs and topics of personal/professional interest.
3. The learner will be able to comprehend basic conversations in diverse situations like academic, social and professional at the intermediate level.

Unit	Contents
1. Introduction to Listening Skills	Listening Skills: Difference between listening and hearing, Types of Listening, Process of Listening, Barriers to Effective Listening, Techniques for effective listening
2. Listening Activities-I	<ul style="list-style-type: none"> • Talking about one's family, friends, own city and own country • A dialogue/conversation between a doctor and a patient, a dialogue/conversation at a supermarket • A dialogue/conversation at a grocery store describing a person; describing a picture • Planning a party together describing an exhibition one visited • Describing a film etc. Family Structure and Friends • Vacation, travel, Occupation • Clothes, School, courses and career • Different Means of transport –railway station, Bus Stop, Airport • Talking about seasons and weather • Office • Sorry for late coming
3. Listening Activities-II	<ul style="list-style-type: none"> • Parent-Teacher meet • Congratulating for Marriage • Salary/ Bonus • Salon visit • Cooking • Hospital • Parking violation

	<ul style="list-style-type: none">● Winter holiday● Exercise and workout● Sports Commentary
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Recommended Readings:

Anderson, Anne and Tony Lynch. Listening. OUP, 1988.

Cullen, Pauline, Amanda French, and Vanessa Jakeman. *The Official Cambridge Guide to IELTS for Academic and General Training*. Greater Noida: CUP, 2014.

Field, John. Listening Comprehension. London: MacMillan, 1981.

Oden David, 2005. Introducing Phonology, Cambridge: Cambridge University Press.

Thakkar, Parthesh. The Ultimate Guide to IELTS Listening.

Roach Peter, 1991. English Phonetics and Phonology, Cambridge: Cambridge University Press (2nd edition).

Course Name- Intermediate Speaking Skills
Subject Code: ENG 517

Credit	Hours	Marks		
4	120	I	E	To
		30	70	100

Category: Skill Education Component

Objective- This course aims to build intermediate level Speaking skills, i. e. B1 of the learners with an ability to express themselves in diverse situations. It aims to enable the learners to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar/routine as well as professional matters.

Learning Outcomes:

1. The learner learns to express himself/herself in familiar/routine as well as professional matters.
2. The learner is able to lead a basic conversation at important public places.

Unit	Contents
1. Introduction to Speaking Skills	<ul style="list-style-type: none"> ● Getting ready-tense, range and accuracy. ● Improving fluency, coherence ● Abstract topics— agreeing and disagreeing, lexical resource, personal opinions ● Checking, correcting and assessing— pronunciation and intonation etc.
2. Speaking Activities-I	<ul style="list-style-type: none"> ● Talking about one's family, friends, own city and own country ● A dialogue/conversation between a doctor and a patient, a dialogue/conversation at a supermarket ● A dialogue/conversation at a grocery store describing a person; describing a picture ● Planning a party together describing an exhibition one visited ● Describing a film etc. Family Structure and Friends ● Vacation, travel, Occupation ● Clothes, School, courses, and career ● Different Means of transport –railway station, Bus Stop, Airport ● Talking about seasons and weather ● Office ● Sorry for coming late ● Parent-Teacher meet
3. Speaking Activities-II	<ul style="list-style-type: none"> ● Congratulating on Marriage, birthday, achievement etc. ● Salary/ Bonus ● Salon visit ● Cooking

	<ul style="list-style-type: none">● Hospital● Parking violation● Tea ceremony● Winter holiday● Exercise and workout● Sports Commentary
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Recommended Readings:

Anderson, Anne, and Tony Lynch. *Listening*. New Delhi: OUP, 1988.

Bygate, M. *Speaking*. Oxford: OUP, 1988.

Cullen, Pauline, Amanda French, and Vanessa Jakeman. *The Official Cambridge Guide to IELTS for Academic and General Training*. Greater Noida: CUP, 2014.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Oden David, 2005. *Introducing Phonology*, Cambridge: Cambridge University Press.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Listening*.

Roach Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1991.

Ur, P. *Discussions That Work*. Cambridge: CUP, 1996

Course Name- Intermediate Writing Skills
Subject Code: ENG 519

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build intermediate level writing skills, i. e. B1 of the learners with an ability to express themselves in diverse situations. It aims to enable the learners to write personal and professional documents/texts in clear, coherent and precise way.

Learning Outcomes:

1. The learner will be able to compose English language text/paragraph/passage of intermediate level.
2. The learner would be able to use a range of writing strategies as per the need.

Unit	Contents
1. Introduction to Writing Skills	Mechanics of Writing: Vocabulary, Sentences, Paragraphs, Punctuations; Cohesion. Types of Writing: Descriptive, Narrative, Expository, Argumentative, Reflective, Persuasive, Interpretative
2. Writing Activities-I	<ul style="list-style-type: none"> • Writing passages on a range of topics/issues • Professional pieces—brochures, bulletins, forms, advertisements, minutes, agenda, resume, job application, mail writing • Argumentative texts, rhetorical/persuasive texts, informative texts • Writing small dialogues on simple situations
3. Writing Activities-II	<ul style="list-style-type: none"> • Writing about one's family, friends, city, country • About Vacation, travel, Occupation, Clothes • Writing about one's school and school time, daily routine, experience in the marketplace, or grocery store. • Describing a person, a picture, a party together • Review writing—news article, book. • Essay writing

Recommended Readings:

Byrne, D. *Teaching Writing Skills*. Oxford: OUP, 1988.

Cullen, Pauline, Amanda French, and Vanessa Jakeman. *The Official Cambridge Guide to IELTS for Academic and General Training*. Greater Noida: CUP, 2014.

Hedge, T. *Writing*. Oxford: OUP, 1988.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Writing*.

Roach Peter. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1991.

Course Name- Intermediate Reading Skills
Subject Code: ENG 518

Credit	Hours	Marks		
		I	E	To
4	60	30	70	100

Category: Skill Education Component

Objective- This course aims to build intermediate-level reading skills, i. e. B1, of the learners with an ability to understand texts that consist mainly of high-frequency everyday or job-related language like the description of events, feelings, and wishes in personal letters.

Learning Outcomes:

1. The learner will be able to comprehend English language text/paragraph/passage of intermediate level.
2. The learner would be able to use a range of reading strategies as per the nature of the text or need.

Unit	Contents
1. Introduction to Reading Skills	Reading Skills: Definition, Process, and Types of Reading Skills; Barriers to Effective Reading and steps to overcome them; Methods of Reading: Sub-Vocalized Reading, Speed Reading, Photo Reading, Proofreading; Effective Reading
2. Reading Activities-I	<ul style="list-style-type: none"> • Reading and comprehending passages on a range of topics/issues • Professional pieces—brochures, bulletins, forms, advertisements. •
3. Reading Activities-II	<ul style="list-style-type: none"> • Creative pieces like short stories, one-act plays, prose pieces, etc. • Argumentative texts, rhetorical/persuasive texts, informative texts

Recommended Readings:

Byrne, D. *Teaching Writing Skills*. Oxford: OUP, 1988.

Cullen, Pauline, Amanda French, and Vanessa Jakeman. *The Official Cambridge Guide to IELTS for Academic and General Training*. Greater Noida: CUP, 2014.

Hedge, T. *Writing*. Oxford: OUP, 1988.

Field, John. *Listening Comprehension*. London: MacMillan, 1981.

Thakkar, Parthesh. *The Ultimate Guide to IELTS Writing*.

Roach Peter, 1991. *English Phonetics and Phonology*. Cambridge: Cambridge University Press (2nd edition).

Pedagogical and Assessment Strategies:

1. The classroom interactions should be activity based and learning centric.
2. In the classroom, the learners should be given maximum time to practice the target skills wherein the teacher/trainer should play the role of a facilitator.
3. Teacher need not confine to the activities mentioned in the courses on LSWR and may select similar activities to teach these skills.
4. The activities mentioned are only indicative of the CEFRL levels.
5. Elementary Speaking Skills and Intermediate Speaking skills courses of semester I and II respectively are practical courses and these be assessed as per SVSU norms of practical courses: 70 Marks of internal assessment/formative assessment and 30 marks of external assessment/viva.
6. The Listening Skills courses at Elementary and Intermediate levels in semester I and II be assessed on the pattern of German Listening Course assessments of SVSU. The external assessment should be audio clip- based comprehension as per SVSU norms.