

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Using AI in the ESL Classroom
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</p> <p>c. New course</p>
Course code	MAELE C576
Semester	4
Number of credits	5
Maximum intake	15
Day/Time	Tuesday 9 to 11 am or 4 to 6 pm & Thursday 11 am to 1 pm
Name of the teacher/s	Kshema Jose
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p><i>Artificial Intelligence in the ESL Classroom: An Introductory Course</i> introduces students to the transformative role of AI in English language teaching, learning, and assessment. The course explores how AI-powered tools—such as chatbots, learning apps, avatars, generative text/image systems, and automated assessment platforms—reshape core ESL pedagogical concepts like authenticity, immersion, inclusivity, accessibility, and learner-centredness. Through case studies, demonstrations, and hands-on design of tasks, students gain a practical understanding of how AI can support the development of the four language skills, facilitate adaptive learning, and strengthen principles of Universal Design for Learning (UDL). Ethical, humanistic, and policy dimensions of AI use in multilingual classrooms are also foregrounded to help learners critically evaluate its benefits and limitations. The course concludes by re-envisioning emerging roles for ESL teachers in AI-mediated learning ecosystems.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes</p> <ul style="list-style-type: none"> • PO1 – Understand theories of ESL learning, teaching, and research: Examine how AI reshapes authenticity, immersion, inclusivity, accessibility, and conversation; study LSRW development through AI; explore UDL, adaptive learning, and humanistic AI. • PO2 – Acquire knowledge of materials design and language assessment: Use AI to generate lesson plans, personalised tasks, feedback, and automated assessment; analyse AI writing/reading tools using principles of formative and criterion-based evaluation. • PO4 – Acquire skills to create ESL/EFL learning materials: Design AI-assisted lessons, personalised tasks, and multimodal prompts using ChatGPT, DALL·E, avatars, and bots. • PO5 – Integrate digital tools for language education: Engage hands-on with chatbots, reading/speech bots, multimodal generators, and apps such as Babbel, Duolingo, Busuu, and Ryttr. • PO6 – Develop skills for learning-outcome-based assessment: Use AI for automated scoring, grammar correction, rubrics, learner analytics; critically evaluate strengths and limitations of AI feedback. • PO7 – Apply methods and tools of classroom assessment: Work with AI-enabled assessment, AI checkers, and ethical user contracts; evaluate language learning apps through structured demonstration. • PO8 – Create multimedia and multimodal learning materials:

	<p>Use AI image generators, video avatars, personalised textbooks, and interactive multimodal prompts.</p> <ul style="list-style-type: none"> • PO9 – Apply ESL learning theories to research: Conduct case studies and papers connecting AI tools to constructs such as comprehensible input, noticing, task-based learning, cognitive load, and UDL. • PO10 – Communicate complex concepts effectively: Present analyses, demonstrations, and term papers articulating AI-embedded pedagogical principles. • PO11 – Develop multidisciplinary, collaborative, and critical thinking skills: Engage in group case studies; critically analyse AI ethics, humanistic values, policy implications, and multilingual challenges. • PO12 – Imbibe constitutional, humanistic, and ethical values: Examine fairness, bias, accessibility, and responsible, human-centred AI use in Indian multilingual classrooms. <p>iii) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p> <p>a) Domain-specific outcomes</p> <ul style="list-style-type: none"> • Understand foundational concepts in AI, machine learning, and their relevance to ESL pedagogy. • Analyse and evaluate AI tools for language learning, materials design, and automated assessment. • Apply theories of ESL learning and UDL principles to design AI-assisted learning experiences and tasks. <p>b) Value addition</p> <ul style="list-style-type: none"> • Develop informed perspectives on the ethical, humanistic, and inclusive use of AI in multilingual classrooms. • Cultivate digital awareness and readiness for responsible, learner-centered integration of AI in education. • Strengthen the ability to critique emerging technologies through pedagogical, cultural, and policy lenses. <p>c) Skill enhancement</p> <ul style="list-style-type: none"> • Acquire practical skills in using generative AI tools (e.g., ChatGPT, DALL·E), language apps, reading and writing bots, and AI-enabled multimodal platforms. • Design personalised, adaptive ESL materials and feedback using AI. • Build competencies in prompt engineering, app analysis, and AI-supported assessment strategies. <p>d) Employability quotient</p> <ul style="list-style-type: none"> • Prepare for emerging roles such as AI-assisted language teacher, materials designer, instructional technologist, and language assessment specialist. • Enhance professional readiness for tech-mediated ESL teaching environments in schools, universities, and EdTech settings. • Strengthen multidisciplinary competencies (critical thinking, collaboration, digital communication) valued in academic, publishing, and educational technology sectors
Course delivery	Lecture/Seminar/ Experiential learning (highlight the portion in the

	course description that lends itself to these)
Evaluation scheme	<p>Internal:</p> <ol style="list-style-type: none"> 1. Group Presentation: Case study of an AI application in education. 2. Individual Demonstration: Critical analysis of a language learning app. 3. Individual Paper: Use of AI to develop any one language skill (LSRW). 4. Prompt-Engineering Task: Creation and refinement of prompts to design ESL learning materials. 5. AI-Assisted Materials Design Portfolio: Collection of multimodal learning objects with pedagogic rationale. 6. Micro-Teaching with AI Tools: Short teaching demonstration integrating an AI tool. 7. Critical Reflection on AI Ethics: Brief on AI ethics, fairness, accessibility, and policy. 8. App Evaluation Matrix: Comparative analysis of multiple AI-based apps or platforms. 9. AI-Supported Assessment Task: Design and critique of an AI-enabled assessment tool. <p>In addition:</p> <ul style="list-style-type: none"> • Contributions to asynchronous discussions • Participation in face-to-face classroom discussions • Maintenance of an AI Experiment Log (add-on) <p>End-Semester Evaluation: Project or term paper</p>
Reading list	Essential reading Additional reading

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Translanguaging in the ESL classroom
Category	Existing course with modifications (20%)
Course code	MAELE C577
Semester	4
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Mon: 2-4; Wed: 11-1
Name of the teacher/s	Dr. Madhavi Gayathri Raman

Course description	<p>Designed for students who are interested in language teaching and are likely to enter the field of education, this course offers a comprehensive understanding of its theoretical foundations and practical applications within the ESL/EFL classroom. The course begins by unravelling the theoretical underpinnings of translanguaging. Through critical analysis and discussions, students will engage with seminal works that shape our understanding of translanguaging as a holistic and fluid approach to language use. They will also critically examine the linguistic dominance of English and its effect on other languages in societies in South Asia, Africa & South America where multilingualism has been the norm. After an examination of the principles that support dynamic plurilingual practices in instruction, the course will transition into the practical realm, equipping participants with strategies to implement translanguaging in ESL classrooms to develop skills like reading, writing. Through case studies, classroom simulations, and reflective practices, participants will develop the expertise to leverage students' linguistic repertoires to enhance language acquisition, promote cultural competence, and foster a more inclusive language learning environment.</p> <p>The course is particularly relevant when viewed in the context of NEP 2020 which encourages the use of the home language in education especially in the primary grades. The document also calls for teachers to be trained such that they are capable of leveraging student knowledge and potential to the maximum and research has demonstrated that using translanguaging practices in the classroom in one such effective way. Through the practical methods envisaged for the course, participants will also learn how to design and implement translanguaging lessons, making them teachers who are equipped to implement newer, more innovative, and inclusive pedagogic methods in the classroom.</p> <p>Objectives of the course in terms of Programme Specific Outcomes</p> <ol style="list-style-type: none"> i) Develop an understanding of the theoretical underpinnings of translanguaging (PO1); LO (a) ii) Critically analyse translanguaging practices in ESL/EFL classrooms (PO2); LO (a) iii) Reflect critically on classroom practices that help create translanguaging spaces (PO5); LO (a), (b) iv) Apply knowledge of translanguaging strategies to design and develop multilingual resources (PO4); LO (a), (c), (d) v) Design a translanguaging lesson and trial the multilingual materials developed (PO3) ; LO (c), (d) vi) Be able to implement translanguaging in a real-world classroom (PO4); LO (c), (d) vii) Be able to use research methods to analyse and interpret instances of translanguaging in classroom settings (PO4); LO (c), (d)
Course delivery	Lecture, Seminar, Experiential learning, Project
Evaluation scheme	<p>Internal (modes of evaluation): review case studies, design lesson plans</p> <p>End-semester (mode of evaluation): project: design and implement a translanguaging lesson; e-portfolio, analyse and interpret classroom translanguaging sessions using current research methods</p>

Reading list	<p>Essential reading</p> <p>Baker C. (2011). <i>Foundations of Bilingual Education and Bilingualism</i>.</p> <p><i>Bilingual Education & Bilingualism</i>. Multilingual Matters.</p> <p>Canagarajah S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. <i>Applied Linguistics Review</i> 2,1: 1–28.</p> <p>Cenoz, Jasone & Durk Gorter. (2020). Teaching English through pedagogical translanguaging. <i>World Englishes</i> 39, 2: 300–311.</p> <p>García, O., & Kleyn, T. (2016). <i>Translanguaging with multilingual students: Learning from classroom moments</i>. Routledge.</p> <p>Garcia, O. & Wei. (2014). <i>Translanguaging: Language, Bilingualism and Education</i>. Palgrave.</p> <p>Tai, K. (2023). <i>Multimodal Conversation Analysis and Interpretative Phenomenological Analysis</i>. Routledge.</p> <p>Additional reading</p> <p>Mukhopadhyay, L., Sankrithi, Patil, V.K., Qamri, S., Ravindran, M. R., Balasubramanian, A., Vogelzang, M., & Tsimpli, I. M. (2023). Exploring Opportunities and Challenges Using Translanguaging Pedagogy to Develop Reading Comprehension: A Study of Indian Multilingual Classrooms. <i>Journal of Educational Studies</i>, 262-292.</p> <p>Omidire M. F. & Ayob, S. (2020). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. <i>Multilingua</i>, 41,1: 105-129.</p> <p>Pathak, P. (2023). Building Indian ESL Government Primary School Teachers' Knowledge-Base Through Translanguaging Pedagogy. <i>Journal of Educational Studies</i>, 240-261.</p> <p>Raman, M. G. (2023). Translanguaging in the Academic Reading Classroom. <i>Journal of Educational Studies</i>, 345-364.</p> <p>Yafele, S. (2021) Translanguaging for academic reading at a South African university, <i>Southern African Linguistics and Applied Language Studies</i>, 39:4, 404-424.</p>
--------------	--

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Critical Thinking for Language Learning
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision (20%).
Course code	MAELE C 540
Semester	IV
Number of credits	5

Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday (9-11 am) and Thursday (2-4 pm)
Name of the teacher/s	G. Suvarna Lakshmi & C. Ramamuni Reddy
Course description	<p>Include the following in the course description</p> <p>i. A brief overview of the course: Critical thinking (CT) is an umbrella term for a set of higher order cognitive skills that is a prerequisite for all academic and professional activities. It is perceived as an array of important thinking skill that enables individuals to reason well and to make good judgements. In the age of information explosion, as the pace and quantum of learning required for success in any field is being very high, CT has become a universal need across all levels and fields of education and all walks of life, language learning being no exception. Teaching Critical Thinking to learn a language would help analyse type/form of text, ask the right questions, construct and support arguments by logical reasoning. This course enables the participants become critical thinkers as well as train their learners be self-reliant critical thinkers across curriculum.</p> <p>ii. Objectives of the course in terms of Programme Specific Outcomes: PO3: Understand theoretical constructs of developing critical thinking for learning in general and language learning in particular PO5: Acquire skills to design tasks for classroom use PO8: Select and apply methods, materials, and tools of assessment for classroom teaching PO13: Develop multidisciplinary critical thinking skills to become a self-directed learner</p> <p>iii. Learning outcomes—</p> <p>a) domain specific outcomes: To understand frameworks of CT, Taxonomies, Intellectual traits, Intellectual Standards, Six thinking hats, Logical reasoning, Socratic questioning; to analyze various schools of thought and perspectives to develop CT that can be implemented across curriculum; identify and categorize the logical fallacies</p> <p>c) skill-enhancement: To design integrated language learning tasks to sensitize and enhance critical thinking in language learners through CT strategies; to enhance language proficiency of the learners through verbal reasoning, problem solving, decision making and reasoned judgments among the other critical thinking skills that learners require training in.</p> <p>d) employability quotient: to help the participants become trainers of critical thinking in different professional settings across the curriculum.</p>
Course delivery	Lecture/Seminar/ Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> 1. Analysis of existing CT materials/tasks 2. CT Lesson plans with tasks 3. Implementation of CT lesson plans (peer teaching) <p>End-semester (mode of evaluation): Examination</p>
Reading list	<p>Essential reading:</p> <ol style="list-style-type: none"> 1. Bradley , D & Price , N (2016) Critical Thinking: Proven Strategies To Improve Decision, Making Skills, Increase Intuition And Think Smarter 2. Cottrell, S (2009) Critical Thinking Skills. New York: Palgrave Macmillan 3. de Bono, E (2016) Six thinking Hats. Berkley: Penguin Life

	<ol style="list-style-type: none"> 4. Lipman, M (2003): Thinking in Education 5. Moseley et al (eds) (2005): Frameworks of Thinking: A Handbook for Teaching and Learning. Cambridge: Cambridge University Press 6. Paul, R & Elder, L (2017) Thinker's guide to intellectual Standards. Berkley: Foundation for Critical Thinking. 7. Paul , R & Elder, L (2017) Thinker's Guide to Intellectual Traits. Berkley: Foundation for Critical Thinking. 8. van den Brink-Bugden, R (2009) Critical thinking for Students. Oxford: Howtobooks. 9. Zornado, J Harrison , J & Weismen, D (2020) Critical Thinking: Developing the Intellectual tools for Social Justice. London: Routledge <p>Additional Reading and reference material:</p> <ol style="list-style-type: none"> 1. de Bono, E (2016) Lateral Thinking. Berkley: Penguin Life 2. Davies and Barnett (eds) 2015. The Palgrave Handbook of Critical Thinking in Higher Education. Springer Nature. 3. A set of research studies-based articles for classroom discussion. 4. Paul, R & Elder ,L(2014) Thinker's Guide to How to Improve Student Learning. Berkley: Foundation for Critical Thinking. <p>Websites(OERs): criticalthinking.org criticalthinking.com ifthen.co.uk debono.com</p>
--	---

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
COURSE DESCRIPTION – MAELEC650
(February – April 2026)

Course title	Language Planning
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes i. Existing course with approximately 10% revision. e. New course
Course code	MAELEC650
Semester	IV
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 11am to 1pm & Wednesday 2pm to 4pm
Name of the teacher/s	Dr. Asma Rasheed
Course description	i) A brief overview of the course Language planning as an academic discipline established itself around the middle of the twentieth century. A few decades later, the field underwent a shift with a socio-cultural and ecological turn in the study of languages. Its significance today, especially in multilingual societies, is widely acknowledged when on the one hand mother-tongue based education is important for accessing formal learning and on the other, the aspirational status of English remains undeniable. The Course will offer an introduction to some definitions and frameworks of language planning. It will discuss a few interdisciplinary perspectives on language rights and language policies, as well as language-in-education debates to help understand the impact of English on world languages in general and on English language teaching in particular.

	<p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the Course, students will be able to</p> <ol style="list-style-type: none"> a. Develop an awareness of language planning, its historical context as well as more recent shifts in the field. b. Gain an understanding of factors in language planning such as linguistic ecology, linguistics rights, language-in-education, multilingualism as a resource, etc. c. Compare various linguistic contexts and think critically on the relationship between English as a language of aspiration and the challenges of English language teaching. <p>iii) Learning outcomes—</p> <ol style="list-style-type: none"> a. Domain specific outcomes : PO1 & PO3 b. Value addition : PO11 & PO12 c. Skill-enhancement : PO3 d. Employability quotient : PO11 <p>(Please highlight the portion that subscribes to a/b/c/d)</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation) : 40%</p> <p>End-semester (mode of evaluation) : 60%</p> <p><i>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</i></p>
Reading list	<p>Essential reading (tentative)</p> <ol style="list-style-type: none"> 1. Basu, V. (2000). ‘Be quick of eye and slow of tongue’: An analysis of two bilingual schools in New Delhi. In Hornberger, N. (ed.), <i>Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings</i>, pp. 291-311. Multilingual Matters. 2. Cooper, R.L. (1989). Four examples in search of a definition. In Cooper, R.L., <i>Language planning and social change</i>, pp. 3-28. Cambridge University Press. 3. Daniels-Fiss, B. (2008). Learning to be a Nêhiyaw (Cree) through language. <i>Diaspora, Indigenous, and Minority Education</i> 2(3), 233-245. 4. De Costa, P., Park, J. & Wee, L. (2016). Language learning as linguistic entrepreneurship: Implications for language education. <i>The Asia-Pacific Education Researcher</i> 25(5-6), 695-702. DOI 10.1007/s40299-016-0302-5 5. Hornberger, N.H. (2006). Frameworks and models in language policy and planning. In Ricento, T. (Ed.), <i>An introduction to language policy: Theory and method</i>, pp. 24-41. Blackwell. 6. Kaplan, R.B. & Baldauf, R.B. Jr. (2005). Language-in-education policy and planning. In Hinkel, E. (Ed.), <i>Handbook of research in second language teaching and learning</i>, pp. 1013-1034. Lawrence Erlbaum. 7. Liddicoat, A.J. & Curnow, T. J. (2014). Students’ home languages and the struggle for space in the curriculum. <i>International Journal of Multilingualism</i> 11(3), 273-288. doi.org/10.1080/14790718.2014.921175 8. Mühlhäusler, P. (2001). Babel revisited. In Fill, A. & Mühlhäusler, P. (Eds.), <i>The ecolinguistics reader: Language, ecology and the environment</i>, pp. 159-164. Continuum. 9. Nettle, D. & Romaine, S. (2004). Where have all the languages gone? In Nettle, D. and Romaine, S. (Eds.), <i>Vanishing voices: The extinction of the world’s languages</i>, pp. 1-25. Oxford University Press. 10. Spolsky, B. & Shohamy, E. (2000). Language practice, language ideology and language policy. In Lambert & Shohamy (Eds.), <i>Language policy and pedagogy: Essays in honor of A. Ronald Walton</i>, pp. 1-41. John Benjamins.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Employability Skills I
Category (Mention the appropriate category (a/b/c) in the course description.)	1. Existing course without changes 2. Existing course with revision. Mention the percentage of revision and highlight the changes made. 3. New course New Course
Course code	
Semester	IV
Number of credits	5
Maximum intake	20
Day/Time	TUESDAY – 11 -1 AND FRIDAY - 2-4
Name of the teacher/s	Prof. Ajit Kumar, K.Venu Madhavi, Dr Monishita Hajra Pande
Course description	<p>A brief overview of the course This course is designed to prepare advanced ESL learners with essential employability skills required in the current professional job settings. Students will acquire skills necessary for optimal performance at the workplace by participating in experiential learning, engaging with real-world workplace scenarios, and critical discussions. The course will help students explore their competencies and interests to plan career pathways that align with their values and skill assessments. It will help them critically evaluate their interpersonal and intrapersonal communication strategies with a focus on language of empathy to tackle conflicts, train them in workplace etiquette through language of socialising, negotiations, presentations; assess and improve personal grooming, equip them with self-management and interview skills to prepare them for professional success.</p> <p>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) Course Objectives: a) Objectives of the course in terms of Programme Specific Outcome The course aims to</p> <ul style="list-style-type: none"> ● provide conceptual knowledge effectively in oral, written and digital forms (MA ELT- PO 11) ● develop strategic workplace communication for developing effective presentations skills, interview techniques, language of negotiations and cross cultural understanding (MA TESL- PO10) ● identify career choices and goals thereby creating impactful communication portfolio for networking opportunities (MA TESL PO11) ● develop multidisciplinary critical thinking skills to become a self-directed learner (MA ELT PO 13) <p>Learning Outcomes: By the end of the course, students will be able to</p> <p>(a - domain-specific outcomes)</p> <ol style="list-style-type: none"> 1. apply relevant research-oriented studies for developing employability skills 2. analyze real-world workplace scenarios required for professional job settings <p>(c- skill-enhancement)</p> <ol style="list-style-type: none"> 3. engage in collaborative learning experiences, peer discussions and debating ideas for sharing higher order thinking necessary for workplace communication 4. explore resources including digital media for developing organizational and management skills 5. discover self-directed practices for analytical and problem-solving strategies <p>(d - employability quotient)</p> <ol style="list-style-type: none"> 6. participate effectively in group discussions, presentations and

	<p>public speaking activities, demonstrating communication and critical thinking skills</p> <ol style="list-style-type: none"> 7. prepare tailored resumes and cover letters that align with specific job roles and employer expectations. 8. build professional interactions and networking for career readiness. 9. engage in developing a job search toolkit for a successful career <p>Skills and Topics Covered:</p> <ul style="list-style-type: none"> ● Job market research and goal setting ● Resume and cover letter writing ● Interview preparation (including mock interviews) ● Group discussion strategies (including mock GDs) ● Presentation skills (recorded and reviewed) ● Digital communication and email professionalism
<p>Syllabus</p>	<p>Module 1 Exploring Employability Skills</p> <p>This module will help learners self-evaluate their strengths and weaknesses to arrive at their career goals and plan their career choices aligning with their values and interests. It will also introduce them to the idea of <i>employability in action</i> which include skills like flexibility, accountability, responsibility, positivity, self-awareness and developing work ethics. They will also assess their personal grooming and set goals for self-discipline and growth. It will also discuss the importance of communication skills for workplace success along with the need for networking. This module will also train students to identify platforms and reflect on their social media presence to connect with professionals working in their intended area. The module covers the following topics:</p> <ul style="list-style-type: none"> ● Employability in action ● Personal SWOT analysis ● Johri's window ● Professional networking models ● Workplace Ethics <p>Module 2 Professional Communication</p> <p>This module focuses on professional competence and trains students to engage with cultural diversity to effectively use language of socialising and negotiations. It raises awareness about workplace hierarchies and the need to communicate in tune with one's purpose and audience. It will include discussions on building relationships through cross-cultural understanding, importance of small talk (keeping the conversation going), inviting, accepting and declining. This module will also make connections between assertiveness and communication and the language of negotiation. The module covers the following topics:</p> <ul style="list-style-type: none"> ● Intercultural competence ● Small talk and etiquette ● Language of negotiation ● Assertiveness and communication ● Communication Styles <p>Module 3: Making Business Presentations</p> <p>This module equips professionals to create in-person or virtually compelling business presentations covering the essential components to plan, deliver, and refine presentations that effectively communicate ideas, use impactful digital settings, engage the audience, and drive business outcomes. The module emphasizes verbal and non-verbal techniques and focuses on effective tools for virtual delivery, and strategies for incorporating feedback to improve communication skills. The module covers the following topics:</p> <ul style="list-style-type: none"> ● Key elements for effective presentations ● Focusing verbal and non-verbal strategies ● E-learning essentials

	<ul style="list-style-type: none"> ● Data visualization techniques ● Review and feedback mechanisms <p>Module 4: Personal Branding</p> <p>The module emphasizes on the important competencies for successful job searching that include creating excellent professional applications and excelling at interviews. The module allows the participants to create powerful job applications and enhance their digital footprint while improving their interview performance through mock exercises. They build visibility, networking opportunities and stay updated on job openings, personalize connections and follow up with meaningful conversations for personal branding. The module covers the following topics:</p> <ul style="list-style-type: none"> ● Understanding Personal Branding ● Job search etiquette ● Social media networking, and online presence ● Interview guidelines ● The STAR method strategies
<p>Evaluation</p>	<p>Internal Assessment (40%): Application-based test 20% (pair assessment)</p> <p>Assessment I (20 Marks) Exploring employability skills– creating a career portfolio based on critical reflection and discussions</p> <p>Assessment II (20 Marks) Professional Presentations – Independent work (Listening and Speaking tasks)</p> <p>Final Assessment (60%): End of semester examination</p> <ul style="list-style-type: none"> ● Negotiations in conversations (problem solving) - 15 Marks ● Mock Interviews - 15 Marks ● email/ cover letter/ resume/LinkedIn profile - 15 marks ● E-portfolio - 15 marks
<p>Reading List</p>	<p>Essential Reading</p> <ul style="list-style-type: none"> ● Carnegie, D. (2016). <i>The quick and easy way to effective speaking</i> (Original edition, complete, premium paperback). New York: Pocket Books. ● Carnegie, D. (2020). <i>The art of public speaking: Mastering communication skills for success in presentations, speeches, and conversations</i>. Prabhat Prakashan Pvt. Ltd ● Chan,M.(2020). English for business communication. New York: Routledge ● Ellis,R.(2002).Communication Skills: Stepladders to success for the professional.Portland:Intellect ● Gardner, M. J., & Jones, E. (1999). Problematic communication in the workplace: beliefs of superiors and subordinates. <i>International Journal of Applied Linguistics</i>, 9(2), 185-203. ● https://www.careers.govt.nz/resources/what-are-employability-skills/ ● https://www.forbes.com/sites/ashleystahl/2020/01/06/the-top-10-skills-employers-want-in-2020/ ● https://www.indeed.com/career-advice/resumes-skills/ ● https://www.prospects.ac.uk/careers-advice/what-are-employability-skills ● https://www.thebalancecareers.com/top-employability-skills-2060520 ● Martin, J. N., & Nakayama, T. K. (2015). Reconsidering intercultural (communication) competence in the workplace: A dialectical approach. <i>Handbook of Intercultural Training</i>, 1-20. ● Mayhew,L.H.(1997). The new public:Professional

	<p>communication and the means of social influence. Cambridge: CUP</p> <ul style="list-style-type: none"> ● Ryan, R. (2016). <i>60 seconds and you're hired!: Revised edition</i>. Penguin Books. <p>Additional Reading</p> <ul style="list-style-type: none"> ● Anderson, C. (2018). <i>TED Talks: The Official TED Guide to Public Speaking</i> (B-Format Paperback). London: Headline Publishing Group. ● Dasgupta, S. A., Suar, D., & Singh, S. (2012). Impact of managerial communication styles on employees' attitudes and behaviours. <i>Employee relations</i>, 35(2), 173-199. ● Kalam, A. P. J. (2016). <i>Learning how to fly: Life lessons for the youth</i>. Rupa Publications India. ● Dalton, S. (2020). <i>The 2-hour job search: Using technology to get the right job faster (Second Edition)</i>. Ten Speed Press; Penguin Random House. ● Sweeney, S. (2003). <i>English for business communication</i>. Cambridge: CUP.
--	--