

**Department of English
Academic Year 2022-23**

Vision

Enhancing inter-personal skills through teaching and developing research environment and service attitude to transform into a professional competent in accordance with moral and ethical values of society.

Mission

- To impart Intellectual, Organizational and Personal Skills of the students
- To enhance the Effective Communication of the students
- To create a stimulating environment for motivating the research and development through advanced academic writing course and UG & PG Projects
- To empower the students' knowledge according to the requirement of the industry through Skill Based Elective Courses such as English for Business, English for Career, Interview Skills and Personality Enrichment
- To instill the social concern and moral values in the students' mind in order to be a good citizen through NSS (National Service Scheme) and CSS (Community Service Scheme)

Programme Educational Objectives:

PEO 1: To create and strengthen women leaders through disciplinary knowledge, professional skills and ethical sensitivity

PEO 2: To transform students as successful entrepreneurs to face the modern challenges

PEO 3: To nurture the students to invent, innovate and create solutions for current moral, ecological and economic issues

Programme Outcomes:

On Completion of Post Graduate and Undergraduate Degree Programmes, students will be enabled with

PO 1: Disciplinary Knowledge: Acquiring knowledge of different dimensions in the related areas of study and identifying the assumptions that frame thinking and actions

PO 2: Effective Communication: Ability to share thoughts, ideas, and applied skills of communication in its various perspectives

PO 3: Research Skill and Critical Thinking: Ability to plan, execute and report the results of an experiment and to draw conclusions from the evidence and the capability to apply analytical thought by following a scientific approach to knowledge development

PO 4: Moral Ethical Awareness / Reasoning: Ability to embrace moral/ethical values in conducting one's life, about an ethical issue from multiple perspectives, and use ethical practices in all works and appreciating environmental and sustainability issues; and adopting unbiased and truthful actions in all aspects of work

PO 5: Information / Digital Literacy: Capability to use ICT in case of need and the ability to access, evaluate and use the relevant information

PO 6: Problem solving: Ability to apply their competence to solve non-familiar everyday problems in real-life situations

PO 7: Self-directed and Lifelong Learning: Acquire the ability to engage in independent and lifelong learning through self-paced and self-directed learning to meet out the change in life

MA ENGLISH

(Two Year Regular Programme)
(For Students Admitted from 2022-23)

Programme Specific Outcomes:

On completion of the programme, the learners will be able to gain

PSO 1: Disciplinary Knowledge: Read texts closely, paying attention to themes, generic conventions, historical contexts and linguistic and stylistic variations and innovations

PSO 2: Effective Communication: Use communication skills and rhetorical skills while writing essays, articles, and project reports and various species and learn to transcend them

PSO 3: Research Skill and Critical Thinking: Utilize the knowledge and skills gained in their advanced research and able to analyze texts extant scholarship

PSO 4: Moral Ethical Awareness/Reasoning: Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans and able to formulate logical and persuasive arguments

PSO 5: Information / Digital Literacy: Use digital sources and read them critically as well as able to use digital resources for presentations

PSO 6: Problem Solving: Transfer literary critical skills to read other cultural texts

PSO 7: Self-directed and Life-Long Learning: Carry out personal research, postulate questions and search for answers as well as able to retain and build on critical reading skills

PREAMBLE

- Core I-British Literature [Chaucer to Milton] is changed to Modern Literature [From late 19th century to 21st century]
- Core II-British Literature [Dryden to Pope] is changed to Comparative Literature
- Core III-Indian English Literature is changed to Indian and Diasporic Literature
- Core IV-American Literature is changed to Translation Studies
- Core V-British Literature [Wordsworth to Tennyson] is changed to American Literature
- Core X is moved from Semester III to Semester II and Core VI-Women's Writing in English is replaced with English Language and Linguistics
- Core VII-Ecological Literary Studies is replaced with Women's Literature & Gender Studies
- Core VIII-Research Methodology is replaced with Postmodern Literature
- Core IX-British Literature [Modern Age] is replaced with Psychology and Literature
- In the place of Core X-English Language and Linguistics, Principles of Literary Criticism is introduced
- Core XI-Muslim Writing in English is replaced with Research Methodology and Academic Writing
- Core XII is moved from Semester III to Semester IV and Core XII-Literature for Social Transformation is replaced with Subaltern Literature
- Core XIII-new Literature in English [Colonial and Post-colonial Literature] is replaced with Green Studies

- Core XIV-Literary Theory is removed and Core XV-Project-Dissertation is moved to Core XIV
- The title of the Core Elective is changed as Discipline Specific Elective. Core Elective I-Writing Skills/Teaching of English is changed as Discipline Specific Elective I-Teaching of English/Travel Writing
- Extra Credit courses are completely revised. Semester I-Extra Credit-Media Studies is replaced with Content Writing; Semester II-Extra Credit- Fluency in English is replaced with Case Study; Semester III-Extra Credit-Village Placement Programme [Practical] is replaced with Employability Skills; Semester IV-Extra Credit-Skills for Employability Development is replaced with Book review
- Online Courses-SWAYAM/MOOCs/NPTEL is introduced as optional courses in Extra Credit from Semester I to Semester IV

MA ENGLISH - PROGRAMME STRUCTURE
PROGRAMME CODE: PEG

Sem	Subject Code	Course	Subject Title	Hours/Week	Credit	CIA	ESE	Total Marks
I	HMEGC11	Core I	Modern Literature (From late 19 th to 21 st Century)	6	5	40	60	100
	HMEGC12	Core II	Comparative Literature	6	5	40	60	100
	HMEGC13	Core III	Indian and Diasporic Literature	6	5	40	60	100
	HMEGC14	Core IV	Translation Studies	6	5	40	60	100
	HMEGE1A/HMEGE1B	DSE I	Teaching of English/ Travel Writing / Online Internship [#]	6	5	40	60	100
	HMEGX1/O	Extra Credit	Content Writing /Online Course*	-	2	-	100	100
			TOTAL		30	25+2	200	300+100
II	HMEGC21	Core V	American Literature	6	5	40	60	100
	HMEGC22	Core VI	English Language and Linguistics	6	5	40	60	100
	HMEGC23	Core VII	Women's Literature & Gender Studies / NPTEL ^o	6	5	40	60	100
	HMEGC24	Core VIII	Postmodern Literature	6	5	40	60	100
	HMEGE2AP/HMEGE2BPW	DSE II	Magazine Production/ Print Media Internship[Mini Project]/ Online Internship [#]	6	5	40	60	100

	HMEGX2/ HMEGX2 O	Extra Credit	Case Study /Online Course*	-	2	-	100	100
III	HMEGC31	Core IX	Psychology and Literature	7	5	40	60	100
	HMEGC32	Core X	Principles of Literary Criticism	8	5	40	60	100
	HMEGC33	Core XI	Research Methodology and Academic Writing / NPTEL ^o	8	5	40	60	100
	HMEGE3A P/HMEGE3 BPW	DSE III	Documentary Preparation (Practical)/ Electronic Media Internship [Mini Project]	7	5	40	60	100
	HMESX3/ HMEGX3O	Extra Credit	Employability Skills/ Online Course*	-	2	-	100	100
				TOTAL	30	20+2	160	240+ 100
IV	HMEGC41	Core XII	Subaltern Literature	6	5	40	60	100
	HMEGC42	Core XIII	Green Studies	6	5	40	60	100
	HMEGC43P W	Core XIV	Project-Dissertation / Online Internship [#]	12	5	100	100	200
			Library	6	-	-	-	-
	HMEGX4/H MEGX40	Extra Credit	Book Review/Onlin e Course*	-	2	100	-	100
				TOTAL	30	15+2	180+ 100	220
	GRAND TOTAL			120	85+8	740 + 100	1060 +300	1800+ 400
			TOTAL	30	25+2	200	300+100	500+100

DSE-Discipline Specific Elective

* For Online certification credit alone will be assigned on submission of certificate obtained through appearing for Online Examination from SWAYAM, MOOCS and NPTEL

For Online Internship refer internshala.com

o Relevant online course from SWAYAM/MOOCS/NPTEL has been integrated with the course

Core I- Modern Literature (From Late 19th to 21st Century)

(For Students Admitted from 2022-23)

Semester: I**Hours / Week: 6****Subject Code: HMEGC11****Credit: 5****Course Objectives:**

1. To introduce the writings of some prominent writers in modern English from late 19th to 21st century
2. To appreciate and criticize the literary works from late 19th to 21st century

Unit I**(18 hours)****Poetry**

Ted Hughes - "Crow's Fall"

Simon Armitage - "The Shout"

T S Eliot - "The Burial of the Dead-Section I"
(From *The Waste Land*)**Unit II****(18 hours)****Prose**John Ruskin - "Of Queen's Garden" (From
Sesame and Lilies)

A G Gardiner - "On the Rule of the Road"

Unit III**(18 hours)****Drama**Harold Pinter - *Homecoming*Oscar Wilde - *An Ideal Husband***Unit IV****(18 hours)****Short Story**

Joseph Conrad - "The Secret Sharer"

Virginia Woolf - "Mark on the Wall"

James Joyce - "The Dead"

Unit V**(18 hours)****Fiction**Thomas Hardy - *Far From the Madding Crowd*H G Wells - *The Time Machine***Course Outcomes:**

After successful completion of the course, student will be able to

CO 1: Understand and infer the language of the Modern period**CO 2:** Classify the work of art in accordance with social and political happenings**CO 3:** Analyse the essence of various genres of Modern period**CO 4:** Examine the influence of science in Modern literature**CO 5:** Discuss the different writing styles of authors from the late 19th century to 21st century

Text Books:

1. Eliot, T. S. *The Waste Land*. Suzeteo Enterprises, 2018.
2. Ruskin, John. *Sesame and Lilies*. Nabu Press, 2010.
3. Pinter, Harold. *The Homecoming*. Easton Press, 2000.
4. Wilde, Oscar. *An Ideal Husband*. Createspace Independent Publishing Platform, 2016.
5. Wells, H G. *The Tome Machine*. Fingerprint Publishing: New Delhi, 2015.
6. Hardy, Thomas. *Far from the Madding Crowd*. Createspace Independent Publishing Platform, 2017.

Reference Books:

1. Bloom, Harold. *Twentieth Century British Literature*. New York: Chelsea House Publication. 1988.
2. Saintsbury, George. *A History of Nineteenth Century Literature (1780-1895)*. Notion Press, 2019.
3. Mair, G H. *Modern English Literature- From Chaucer to the present Day*. Atlantic Publishers & Distributors Pvt Ltd, 2020.

Journals:

1. Journal of Modern Literature
2. Contemporary Literature
3. IUP Journal of English Studies
4. Victorian Literature and Culture on JSTOR

E-Resources:

1. <https://www.poetryfoundation.org/>
2. <https://www.gutenberg.org/files/220/220-h/220-h.htm>
3. https://www.brainkart.com/article/On-the-Rule-of-the-Road_38772/
4. <https://www.shmoop.com/study-guides/literature/the-secret-sharer/summary#:~:text=A%20young%20man%20has%20found,on%20the%20boat%20kno,ws%20him.>
5. <https://www.litcharts.com/lit/the-mark-on-the-wall/summary>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	9	1	9	39
CO2	9	1	9	3	9	9	9	49
CO3	9	9	9	1	9	9	9	55
CO4	9	1	9	9	9	9	9	55
CO5	9	9	9	1	9	9	9	55
Total	45	29	37	15	45	37	45	253

Low-1

Medium-3

High-9

Core II – Comparative Literature

(For Students Admitted from 2022-23)

Semester: I**Subject Code: HMEGC12****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To demonstrate knowledge of world literary traditions and the continuing influence of those traditions on world cultures, as well as identify emergent global literary trends
2. To develop skills in literary analysis and critical writing, and apply comparative methodologies and literary theory to evaluate literary texts and other cultural products

Unit I**(18 hours)****Introduction**

Introduction to Comparative Literature – History and its Development – Scope of comparative Literature- Methodology.

Unit II**(18 hours)****Schools of Comparative Literature**

The French school - The American School - The Russian School - Indian School of Comparative Literature - Dravidian School.

Unit III**(18 hours)****Categories of Comparative Literature**

1. Thematology
2. Reception
3. Influence
4. Genres

Unit IV**(18 hours)****Critical Essays**

- | | | |
|-------------|---|---|
| Amiya Dev | - | Literary Theme and Comparative Literature |
| Alka Saxena | - | “A Comparative Study of American and Indo English Fiction in the Early Twentieth Century” |
| Veena Nare | - | “A Comparative Study of Mamta Kalia’s Poem: “Tribute to Papa” and Sylvia Plath’s “Daddy” |

Unit V**(18 hours)****Activity**

Students are expected to do a comparative study on any two literary works across the world.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand the basic concepts in comparative literature
- CO 2:** Identify the theories involved in comparing the genres, works and styles
- CO 3:** Apply the theories of comparison to compare any literature across the world
- CO 4:** Critically analyze the works of comparative Literature
- CO 5:** Develop a comparative study on their own

Text Books:

1. Pradhan, Ram Prakash. *Glimpses of Comparative Literature*. Atlantic, 2011.
2. Ray, Mohit K. *Studies in Comparative Literature*. Atlantic Publishers: New Delhi. 2002.
3. Dev, Amiya and Sirsir Kumar Das. *Comparative Literature: Theory and Practice*. Allied Publishers, 1989.

Reference Books:

1. Susan Bassnett. *Comparative Literature: A Critical Introduction*. Blackwell Pub. Inc. Steven Totosy de Zepetnak. *Comparative Literature: Theory, Method, Application*. Rodophi Publication. 1993.
2. Das, Bijay Kumar. *Comparative Literature*. New Delhi: Atlantic Publishers & Distributors Pvt Ltd, 2012.

Journals:

1. Indian Journal of Comparative Literature & Translation Studies
2. International Journal of English and Comparative Literary Studies
3. Journal of Comparative Critical Studies
4. Assonance: A Journal of Russian & Comparative Literary Studies

E-Resources:

1. <http://easyliteraturenotes.blogspot.com/2012/09/introduction-comparative-literature-and.html>
2. <https://catherinebrown.org/academic/articles/what-is-comparative-literature/>
3. https://www.researchgate.net/publication/327978009_Comparative_Literature_An_Overvie
4. <https://maenglishsite.files.wordpress.com/2016/04/theory-of-comparative-lit-an-overview.pdf>
5. https://catherinebrown.org/wordpress/wp-content/uploads/2014/03/What-is-_Comparative_-Literature_.pdf

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	1	1	3	9	35
CO2	9	9	3	3	3	3	9	39
CO3	9	3	3	1	3	1	9	29
CO4	9	3	3	1	3	1	9	29
CO5	9	9	9	3	3	1	9	43
Total	45	33	21	9	13	9	45	175
	Low-1		Medium-3			High-9		

Core III-Indian and Diasporic Literature

(For Students Admitted from 2022-23)

Semester: I**Subject Code: HMEGC13****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To understand the linkage between international migration, diaspora and transnationalism
2. To understand the contemporary migration patterns as a result of globalization

Unit I (18 hours)**Poetry**

Arun Kolatkar	-	“The Bus”
Nissim Ezekiel	-	“Night of the Scorpion”
Kamala Das	-	“My Grandmother’s House”
Rabindranath Tagore	-	“Heaven of Freedom”

Unit II (18 hours)**Biography**

Jawaharlal Nehru	-	“An Introduction to the Quest of Man”
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Unit III**Drama**

Manjula Padmanabhan	-	<i>Harvest</i>	(18 hours)
Uma Parameswaran	-	<i>Rootless but Green are the Boulevard Trees</i>	

Unit IV**Short Story**

Hugh Gantzer	-	“The Blue Hills Where the Sun Never Sets”	(18 hours)
Amar Bel	-	“The Eternal Vine”	

Unit V**Novel**

Shashi Deshpande	-	<i>Small Remedies</i>	(18 hours)
Bharathi Mukherjee	-	<i>The Tiger’s Daughter</i>	

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Demonstrate the social and political controversies in India

CO 2: Utilize knowledge about Indian cultural ethos and its uniqueness

CO 3: Analyze the innovative and artistic use of language employed by the Indian writers

CO 4: Criticize the cultural changes and alienation in immigrant experience

CO 5: Develop and perceive the values and human concern inherent in the Indian cultural context

Text Books:

1. Narasimhaiah., C D. *An Anthology of Commonwealth Poetry*. India: Laxmi Publications, 2016.
2. Iyengar. R.Srinivasa. *Aspects of Indian Writing in English*. New Delhi: Sterling Publishers Private Limited.1983.
3. Chughtai, Ismat. *The Quilt and Other Stories*. New York: Sheep Meadow Press, 1994.
4. Singh, Kushwant. *Best Indian Short Stories (Volume I)* Harper Collins Publishers, 2012.
5. Parameswaran, Uma. *Rootless but Green are the Boulevard Trees*. Mawenzi House Publishers Ltd, 2007.

Reference Books:

1. Dasan, AS. *The Rain and the Roots: The Indian English Novel Then and Now*. Sahrdayata-Global Fellowship Academy, 2006.
2. Naik, M.K. *A History of Indian English Literature*. Sahitya Academy: New Delhi, 1982.
3. Mukherjee, Bharathi. *The Tiger’s Daughter*. Fawcett Publishers: USA, 1991.
4. Padmanabhan, Manjula. *Harvest*, Aurora Metro Books: England, 2003.

Journals:

1. Rupkatha Journal on Interdisciplinary studies in Humanities
2. Diaspora: A Journal of Transnational Studies
3. International Journal of Migration and border studies
4. The Literary Herald-An International Referred English e-Journal

E- Resources:

1. <https://www.kobo.com/in/en/search?query>
2. <https://smartenglishnotes.com/2020/10/03/the-harvest>
3. <https://penguin.co.in/book/small-remedies/>
4. <https://www.theshayarthoughts.com/2021/10/heaven-of-freedom-by-rabindranath-tagore.html>
5. <https://allpoetry.com/Night-of-the-Scorpion>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	9	3	9	9	51
CO2	9	3	3	9	9	3	9	45
CO3	9	9	9	1	9	3	9	49
CO4	9	1	9	9	3	9	9	49
CO5	9	1	9	3	3	3	9	37
Total	45	17	39	31	27	27	45	231

Low-1 Medium-3 High-9

Core IV- Translation Studies

(For Students Admitted from 2022-23)

Semester: I**Subject Code: HMEGC14****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To make the students learn about various aspects of translation
2. To understand the challenges and identify the problems of translation

Unit I**(18 hours)**

An Introduction to Translation – The diachronic study of Translation – The role of a Translator – the limits of Translation – problems faced by Translator.

Unit II**(18 hours)**

Kinds of Translation – Roman Jakobson – Dryden – Catford – Literal Translation- Translation Procedures- Transliteration – Transference – Transcreation – Transposition – Three methods of Translation.

Unit III**(18 hours)**

Translation Problems – Prose – Poetry – Drama- Translation Theory and Practice – Indian Context.

Unit IV**(18 hours)**

Translation of Poetry – Thirukkural – Chapter I – Praise of God (Kadavul Vaazhthu) – 10 couplets –Chapter XXX – Veracity (Vaaimai) - 10 couplets Chapter XL - Education (Kalvi) – 10 couplets .

A.K. Ramanujan’s Translation: A Review

Translation of Tagore’s Gitanjali: A Review

Unit V**(18 hours)**

Students can translate any two chapters from the prescribed works below (From Tamil to English)

- | | | |
|------------------------|---|--------------------|
| 1. Kalki Krishnamurthy | - | Ponniyin Selvan |
| 2. Vairamuthu | - | Karuvachi Kaaviyam |
| 3. S. Venkatesan | - | Velpari |

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Define and explain the meaning of translation and kinds of translation procedures

CO 2: Identify the problems faced by the translators in the process of translating literary and sacred texts

CO 3: Examine the importance of Translation Studies in general

CO 4: Justify critical evaluation and appreciate the translated genres

CO 5: Establish the act of translating any text by themselves

Text Books:

1. Rev. G. U. Pope. *The Sacred Kurral of Tiruvalluva Nayanar*. Asian Educational Services: Sripuram First Street. Chennai.1984.
2. Das, Bijay Kumar. *A Handbook of Translation Studies*, New Delhi: Atlantic Publishers, 2013.
3. Kanagaraj S & Kalaithasan N. *Translatology*. Madurai: Prem Publishers, Madurai, 2003.

Reference Books:

1. Kadiu, Silvia. *Reflexive Translation Studies*, London: UCL Press, 2019.
2. Bassnett-McGuire, Susan. *Translation Studies*, London: Routledge. 2005.
3. Postgate, J. P. *Translation and Translations Theory and Practice*, Delhi: Alpha Edition, 2019.
4. Venkatachalam. R, *Thirukkural – Translation – Explanation: A Life Skills Coaching Approach*, Singapore: Partridge, 2015.

Journals:

1. Translation Studies
2. Translation Journal
3. Translator
4. Translation and Literature

E-Resources:

1. <https://www.intertranslations.co.uk/what-are-the-main-techniques-of-translation/>
2. <https://culturesconnection.com/6-translation-problems/>
3. <https://www.iosrjournals.org/iosr-jhss/papers/Conf.TS/Volume-1/1.%2001-04.pdf>
4. https://www.academia.edu/35098158/Introducing_Translation_Studies_Theories_and_Applications
5. <http://www.scielo.org.za/pdf/ote/v25n2/12.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	3	1	9	37
CO2	9	9	9	3	1	1	9	41
CO3	9	9	3	9	1	1	9	41
CO4	9	9	3	3	1	1	9	35
CO5	9	9	9	3	9	1	9	49
Total	45	45	27	21	15	5	45	203

Low-1

Medium-3

High-9

DSE I- Teaching of English

(For Students Admitted from 2022-23)

Semester: I**Subject Code: HMEGE1A****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To enable the students comprehend the methodology of teaching
2. To develop students' English Language teaching ability using real life situation

Unit I**(18 hours)**

The importance of learning English-English for communication-Problems of the second language learner.

Unit II**(18 hours)**

Linguistics and the second language teacher-Teaching English Grammar-Methods and Principles.

Unit III**(18 hours)**

How to teach English pronunciation-Teaching the four skills-How to teach vocabulary.

Unit IV**(18 hours)**

Classroom procedures-Methods of evaluation-The use of audio-visual aids.

Unit V**(18 hours)**

Literature and second language learning-Retrospect and prospect.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the methods of language learning and teaching

CO 2: Plan curriculum and design syllabus

CO 3: Apply different approaches in language teaching

CO 4: Develop the skills of listening, speaking, reading and writing

CO 5: Assess language skills

Text Book:

1. Verghese, Paul C. *Teaching English as a Second language*. 9th reprint, Sterling Publishers Private Limited, New Delhi, 2007.

References Books:

1. Anderson Martin, Freeman- Larsen Diane, *Techniques and Principles of Language Teaching*. (3rd Edition) Paperback publishers, 2011.
2. Nagarajan, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Orient Blackswan Private Limited: Hyderabad, 2021.

Journals:

1. ELT@I English Language Teachers' Association of India
2. i-Manager's Journal on English Language Teaching
3. The Asian EFL Journal in English Language Teaching
4. International Journal of Applied Linguistics

E- Resources:

1. <http://eltai.in/journal-english-language-teaching>
2. <http://www.elejournals.com/scopus-indexed-journals>
3. <http://www.asain-efl-journal.com/index.php>
4. <https://files.eric.ed.gov/fulltext/ED491566.pdf>
5. <https://www.jstor.org/stable/820502>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	3	9	9	57
CO2	9	9	9	9	9	9	9	63
CO3	9	9	9	9	3	9	9	57
CO4	9	9	9	9	3	9	9	57
CO5	9	9	9	9	1	9	9	55
Total	45	45	45	45	19	45	45	289

Low-1

Medium-3

High-9

DSE I- Travel Writing

(For Students Admitted from 2022-23)

Semester: I**Subject Code: HMEGE1B****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To introduce the art of travel writing to students
2. To create a travelogue on their own

Unit I (18 hours)
Introduction to travelogue-Understanding Travel Trends-Finding your style-Rewriting and Self Editing-Writing for Magazines -Writing for Newspaper.

Unit II (18 hours)
Susan Bassnett - "Travel Writing and Gender"
Joan Pau Rubies - "Travel Writing and Ethnography"
Mary Baine Campbell - "Travel Writing and its Theory"

Unit III (18 hours)
Kate Teltcher - "India/ Calcutta: city of palaces and dreadful nights"
Ibn Battuta - "The Maldiv Islands" (Chapter X from *The Rehla*)

Unit IV (18 hours)
Paulo Coelho - *The Alchemist*
Mark Twain - *The Innocents Abroad*

Unit V (18 hours)
Writing a Travelogue- Activity
Students can be taken to any place for a day and ask them to write a travelogue on their own / students should write a travelogue about the place they have recently travelled.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1: Define and understand the qualities of good travel writing
- CO 2: Identify the growth of travel writing from national to global level
- CO 3: Analyze travel writing in relation to gender
- CO 4: Appreciate the role of travel in refining one's own self and society
- CO 5: Create a travelogue on their own

Text Books:

1. Ibn, Batuta, and Agha M. Husain. *The Rehla of Ibn Battuta (India, Maldiv Islands and Ceylon)*. Baroda: Oriental Institute, 1976.
2. Coelho, Paulo. *The Alchemist*. Harper One, 2014.
3. Twain, Mark. *The Innocents Abroad*. T W Press, 2013.

Reference Books:

1. Hulme, Peter, and Tim Youngs. *The Cambridge Companion to Travel Writing*. 2002.
2. George, Don. *How to be a Travel Writer*. 4th Edition., Lonely Planet, 2017.

Journals:

1. Studies in Journal Writing
2. International Journal of Travel Writing and Travelling Cultures
3. International Journal of Travel and Travel Writing
4. Journal of Studies in Travel Writing

E-Resources:

1. <https://adamasuniversity.ac.in/travelwritingnext-evolution-of-travel-writing-and-the-road-ahead/>
2. <https://www.tandfonline.com/toc/rstw20/current>
3. <https://thetraveltester.com/a-short-history-of-travel-writing/>
4. <https://breakintotravelwriting.com/50-magazines-websites-pay-travel-writing/>
5. <https://penzu.com/travel-journal-guide>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	3	9	1	9	41
CO2	9	9	9	1	9	3	9	49
CO3	9	3	9	9	9	9	9	57
CO4	9	1	9	9	9	9	9	55
CO5	9	9	9	9	9	9	9	63
Total	45	31	37	31	45	31	45	265
	Low-1		Medium-3			High-9		

Extra Credit-Content Writing

(For Students Admitted from 2022-23)

Semester: I**Credit: 2****Subject Code: HMEGX1****Course Objectives:**

1. To introduce the basic concepts of content writing
2. To sensitize various styles and techniques of writing and editing

Unit I-Introduction

Basics of content writing-Types – Scope-Problems faced in content writing.

Unit II- Tools and Techniques

Principles and techniques of writing- Plagiarism in content writing.

Unit III -Style of writing

The writing process-Writing Styles - Essays, Reports, Advertising, Newspapers.

Unit IV- Understanding websites and blogs

Writing for websites-Blogging-White paper topic.

Unit V-Creating website content

Editing-Proof reading- White paper format and preparation.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the scope and fundamentals of content writing**CO 2:** Apply the techniques and styles of writing and editing**CO 3:** Discover the creative skills required for E-commerce sites**CO 4:** Determine relevant prospects for content writing**CO 5:** Design a web content

Text Books:

1. Feldar, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. New Riders: Berkeley, 2012.
2. Robinson Joseph. *Content Writing Step-By-Step*. Amazon Digital Services: US, 2020.

Reference Books:

1. Govindani, Sujeet. *All About Content Writing*. Norton Press: Maharashtra, 2021.
2. Lima, Paul. *Fundamentals of Writing: How to Write Articles, Media Releases, Case Studies, Blog Posts and Social Media Content*. Ingram short title: USA, 2013.

Journals:

1. Journal of Technical Writing and Communication
2. Written Communication
3. Journal of Education
4. European Journal of Communication

E –Resources:

1. <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/>
2. <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-for-blog-writing/>
3. https://study.com/articles/What_is_a_Content_Writer.html
4. <https://www.walkersands.com/7-easy-tips-for-effective-content-writing/>
5. <https://neilpatel.com/blog/ingredients-of-great-content/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	3	9	33
CO2	9	3	3	3	9	3	9	39
CO3	9	3	9	3	9	3	9	45
CO4	9	3	3	3	9	3	9	39
CO5	9	9	3	3	9	3	9	45
Total	45	21	21	15	39	15	45	201

Low-1

Medium-3

High-9

Core V- American Literature

(For Students Admitted from 2022-23)

Semester: II**Subject Code: HMEGC21****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To introduce the complex nature of American society, religious obligations and literary transformation
2. To impart the diversity of American culture and history through various genres

Unit I (18 hours)**Poetry**

Robert Frost	-	“Birches”
Walt Whitman	-	“O captain! My captain”
Langton Hughes	-	“Harlem”

Unit II (18 hours)**Prose**

Ralph Waldo Emerson	-	“The American Scholar”
Henry David Thoreau	-	“Where I Lived and What I Lived For”

Unit III (18 hours)**Drama**

Tennessee Williams	-	<i>A Street Car Named Desire</i>
Arthur Miller	-	<i>Death of a Salesman</i>

Unit IV (18 hours)**Short Story**

Timothy Shay Arthur	-	“An Angel in Disguise”
Mark Twain	-	“Eve’s Diary”

Unit V (18 hours)**Fiction**

William Faulkner	-	<i>The Sound and the Fury</i>
Ernest Hemingway	-	<i>The Snow of Kilimanjaro</i>

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concept and themes of American literature

CO 2: Analyse the thoughts and feelings experienced by the American poets

CO 3: Explore the norms, values and traits of American culture

CO 4: Discover the artistic and personal expression of the American writers

CO 5: Develop creative thoughts sensitive to the whole spectrum of human experience

Text Books:

1. Faulkner, William. *The Sound and the Fury*. General Press: India, 2021.
2. William, Tennessee. *A Street Car Named Desire*. Finger print: India: 2017.
3. Hemingway, Ernest. *The Snow of Kilimanjaro*. Maanu Grapics; 1st Edition: India, 2020.
4. Miller, Arthur. *Death of a salesman*. Penquin latest Edition; United Kingdom: 2011.

Reference Books:

1. Ghosh, Vimal. “*An Anthology of English*” *Poetry Nineteenth and Twentieth Century*. Vital Publications, 2007.

2. Matthews, John T. *The Sound and the Fury: Faulkner and the Lost Cause*. Boston: Twayne, 1991.
3. Williams, Tennessee. *A Streetcar Named Desire*. Introduction and text. Oxford: Heinemann Educational Publishers, 1995.

Journals:

1. Journal of American Studies
2. European Journal of American studies
3. Journal of American Drama and Theatre
4. Journal of American Literature

E-Resources:

1. <https://www.poetryfoundation.org/poems/44260/birches>
2. <https://www.poetryfoundation.org/poems/46548/harlem>
3. <https://www.poetryfoundation.org/poems/45474/o-captain-my-captain><https://la.utexas.edu/users/hcleaver/330T/350kPEEEmerisonAmerSchTable.pdf>
4. <https://gacbe.ac.in/pdf/ematerial/18BEN63C-U2.pdf>
5. <https://americanliterature.com/author/ts-arthur/short-story/an-angel-in-disguise>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	1	9	31
CO2	9	3	9	9	9	3	3	45
CO3	3	9	3	3	3	3	3	27
CO4	9	3	9	9	3	3	3	39
CO5	9	9	3	9	3	3	9	45
Total	39	27	27	33	21	13	27	187

Low-1

Medium-3

High-9

Core VI - English Language and Linguistics

(For Students Admitted from 2022-23)

Semester: II**Subject Code: HMEGC22****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To understand the evolution of English language and linguistics
2. To introduce the various levels of linguistics and its branches

Unit I**(18 hours)****Language**

Origin – Definition – Evolution of Language from Old English to Modern English period – Characteristics of language.

Unit II (18 hours)**Linguistics**

Definition and Scope of linguistics – Levels of linguistics – Branches of linguistics – Fundamental concepts of linguistics.

Unit III**The Study of Grammar****(18 hours)**

Morphology and word formation – Basic sentence pattern.

Unit IV**Semantics****(18 hours)**

Definition – Terms and Distinctions – Theories of semantics – Homonymy, Polysemy and Synonymy – Pragmatics and Discourse.

Unit V**Language and Society****(18 hours)**

Accent dialect and idiolect – Standards and vernaculars – Bilingualism codeswitching and diglossia – Practical applications – Stylistic variation and stylistics
Language and Culture: The Sapir Whorf hypothesis – Colour terms – Pronouns of address – Cultural overlap cultural diffusion and translation.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the origin and growth of English language

CO 2: Identify the changes in English language over the past fifteen hundred years or more

CO 3: Analyze the significance of English language with various levels and branches of linguistics

CO 4: Assess how different social and cultural contexts affect the nature of language and meaning

CO 5: Discuss the theory and aspects of English language and linguistics

Text Books:

1. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press: Cambridge, 1981.
2. Syal, Pushpinder and Jindal, D.V. *An Introduction to Linguistics: Language, Grammar and Semantics*. Prentice Hall India Learning Private Limited: New Delhi, 2007.
3. Wood, Frederick T. *An Outline History of the English Language*. New Delhi: Trinity, 2015.

Reference Books:

1. Fasold, Ralph W and Connor-Linton, Jeff. *An Introduction to Language and Linguistics*. New York: Cambridge University Press, 2006.
2. Prasad, Tarni. *A Course in Linguistics*. New Delhi: Prentice Hall of India Pvt. Ltd., 2008.
3. Baugh, Albert C and Cable, Thomas. *A History of the English Language*. Routledge: London, 2012.
4. Yule, George. *The Study of Language*. New York: Cambridge University Press, 2017.

Journals:

1. Journal of English Language Teaching and Linguistics
2. Journal of English as International Language
3. The Asian EFL Journal
4. TESOL International Journal

E-Resources:

1. <https://www.linguisticsociety.org/resource/domain-linguistics>
2. <https://www.google.com/amp/s/www.differencebetween.com/difference-between-old-english-and-vs-middle-english-and-vs-modern-english/amp/>
3. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0158725>
4. https://www.upf.edu/documents/2979964/2986140/WIRES_Semantics_and_Pragmatics_McNally_v2.pdf/bc68cc7c-50f3-6fd3-7a22-a45d06a4854e
5. <http://www.inquiriesjournal.com/topics/34/linguistics>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	3	3	3	3	27
CO2	3	3	3	3	1	3	3	19
CO3	9	3	9	3	3	9	3	39
CO4	3	3	3	9	3	3	9	33
CO5	9	3	3	3	1	3	9	31
Total	33	15	21	21	11	21	27	149

Low-1

Medium-3

High-9

Core-VII Women's Literature and Gender Studies

(For Students Admitted from 2022-23)

Semester: II**Subject Code: HMEGC23****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To understand feminism through the scholarly works of the finest female writers
2. To create awareness about gender equality

Unit I**(18 hours)****Poetry**

Judith wright	-	“Woman to Man”
Elizabeth Barrett Browning	-	“How Do I Love Thee?”
Adrienne Rich	-	“Aunt Jennifer’s Tiger“
Maya Angelou	-	“Phenomenal Woman“
Toru Dutt	-	“Sonnet”

Unit II**(18 hours)****Prose**

Elaine Showalter	-	“Towards a Feminist Poetics”
Mary Wollstonecraft	-	“A Vindication of the Rights of Women”

Unit III (18 hours)**Drama**

Adrienne Kennedy	-	<i>Funny House of a Negro</i>
Caryl Churchill	-	<i>Top Girls</i>

Unit IV (18 hours)**Short Story**

Shirley Jackson	-	“The Lottery”
Katherine Mansfield	-	“Bliss”
Chitra Banerjee Divakaruni	-	“The Clothes”

Unit V (18 hours)**Fiction**

Jane Austen	-	<i>Pride and Prejudice</i>
Bharati Mukherjee	-	<i>Wife</i>

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Explain the history, developments and context of Women’s Literature

CO 2: Identify the common and particular challenges that women face

CO 3: Discover the role played by the female writers in achieving fame equally to men

CO 4: Defend feminist critical approaches and explain their roles in building ideas

CO 5: Discuss scholarly works from various feminist-oriented context and methodological standpoint

Text Books:

1. Jackson, Shirley. *The Lottery and Other Stories*. London: Penguin Classics, 2009.
2. Kennedy, Adrienne. *Funny House of a Negro*, New York: Samuel French Inc, 2011.
3. Churchill, Caryl. *Top Girls*. UK: Methuen Drama, 2017.
4. Mukherjee, Bharati. *Wife*. UK: Penguin Books, 1987.
5. Wollstonecraft, Mary. *A Vindication of the Rights of Women*”. New York: Dover Publications, 1996.

Reference Books:

1. Divakaruni, Chitra Banerjee. *Arranged Marriage*, New York: Anchor, 1996.
2. Azad, Rajiv. *Gender Discrimination: An Indian Perspective*, Delhi: Atlantic Publishers, 2014.
3. Mansfield, Katherine. *The Collected Stories*, London: Penguin Classics, 2007.
4. Jacobus, Mary. *Women Writing and Writing about Women*, UK: Routledge, 1st Edition, 2014.

Journals:

1. Bone Bouquet
2. Memorious
3. Longleaf Review
4. Indian Journal of Gender Studies

E-Resources:

1. <https://hilo.hawaii.edu/campuscenter/hohonu/volumes/documents/TheEvolutionofFemaleWritersAnExplorationofTheirIssuesandConcernsfromthe19thCenturytoTodaySamanthaHowell.pdf>
2. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/womens-literature>
3. <file:///C:/Users/welcome/Downloads/WomensWriting.pdf>
4. <http://writing.upenn.edu/~afilreis/88v/rich-jennifer-tiger.html>
5. <https://books.google.je/books?id=pf8RUxkODK4C&printsec=frontcover#v=onepage&q&f=false>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	3	1	3	37
CO2	9	9	9	9	3	1	3	43
CO3	9	9	3	9	1	1	3	35
CO4	9	9	9	3	1	1	3	35
CO5	9	9	9	3	3	9	9	51
Total	45	45	33	33	11	13	21	201

Low-1

Medium-3

High-9

Core VIII - Postmodern Literature

(For Students Admitted from 2022-23)

Semester: II**Subject Code: HMEGC24****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To understand the cultural and social transformation of modernism to postmodernism
2. To identify the distinctive trends and themes of postmodern literature

Unit I**(18 hours)****Poetry**

Seamus Heaney

- "Death of a Naturalist"

Carol Ann Duffy

- "Standing Female Nude"

Stevie Smith

- "Not Waving but Drowning"

Unit II**(18 hours)****Prose**

Jean-François Lyotard

- "Answering the Question: What is postmodernism?"

Doris Lessing

- "When in the Future They Look Back on Us"

Unit III**(18 hours)****Drama**

Noel Coward

- *Blithe Spirit*

Tom Stoppard

- *Indian Ink*

Unit IV (18 hours)**Short Story**

- Gabriel Garcia Marquez - "A Very Old Man with Enormous Wings"
 Julian Barnes - "The Revival"

Unit V (18 hours)**Novel**

- Margaret Atwood - *The Handmaid's Tale*
 John Fowles - *The French Lieutenant's Woman*

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the transition from modernism to postmodernism

CO 2: Categorize the postmodern theories in literature

CO 3: Discover the trends in postmodern literature

CO 4: Appraise the themes and features in postmodern literature

CO 5: Construct the work in connection with the postmodern literature

Text Books:

1. Heaney, Seamus. *Death of a Naturalist (Collection of Poems)*. Faber and Faber: London, 1966.
2. Duffy, Carol Ann. *Standing Female Nude (Collection of Poems)*. Pan Macmillan: New Delhi, 2016.
3. Smith, Stevie. *Not Waving but Drowning (Collection of Poems)*. Andre Deutsch: UK, 1957.
4. Marquez, Gabriel Garcia. "A Very Old Man with Enormous Wings". Penguin Books: London, 2014.
5. Coward, Noel. *Blithe Spirit*. Bloomsbury Methuen Drama: New York, 2002.
6. Stoppard, Tom. *Indian Ink*. Black Cat: UK, 2017.
7. Atwood, Margaret. *The Handmaid's Tale*. Vintage Classics: UK, 2017.
8. Fowles, John. *The French Lieutenant's Woman*. RHUK, 2004.

Reference Books:

1. Harvey, David. *The Condition of Postmodernity*. Wiley-Blackwell: New Jersey. 1991.
2. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge: London. 1988.

Journals:

1. The Indian Review of World Literature in English
2. Postmodern Culture
3. Journal of Modernism and Postmodernism Studies
4. Postmodern Openings

E-Resources:

1. <https://worldliltonline.net/3-asra-margaret-atwoods.pdf>
2. <https://www.eupublishing.com/doi/abs/10.3366/E1743452109001320>
3. <https://www.vulture.com/2014/09/theater-review-tom-stoppards-indian-ink.html>
4. <https://www.bachelorandmaster.com/britishandamericanfiction/french-lieutenant-woman-postmodern-novel.html#.YgDcK9VBzIU>
5. <http://www.academypublication.com/issues/past/tpls/vol03/11/17.pdf>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	3	9	3	3	33
CO2	3	3	3	3	9	3	9	33
CO3	9	3	9	3	9	3	9	45
CO4	3	3	9	3	9	3	9	39
CO5	3	3	9	3	3	3	9	33
Total	27	15	33	15	39	15	39	183

Low-1 Medium-3 High-9

DSE II – Magazine Production [Practical]

(For Students Admitted from 2022-23)

Semester: II

Subject Code: HMEGE2AP

Hours / Week: 6

Credit: 5

Course Objectives:

1. To introduce the field of journalism
2. To increase the knowledge of content development, editing, advertising and team work in magazine production

Unit I

(18 hours)

Introduction - Magazine Characteristics -Magazine Contents and Format.

Unit II

(18 hours)

Reporting Skills and Coverage – Skill of Photography.

Unit III

(18 hours)

Article Writing and Script Writing.

Unit IV

(18 hours)

Principles of Design, Format, and Layout and Advertising.

Unit V

(18 hours)

Rough Draft and Final Magazine Production.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Learn the skills of photography and Reporting Skills

CO 2: Experience writing and presentation of campus and / non campus issues / topics in a Magazine format

CO 3: Apply the principles of design, format, layout and advertising

CO 4: Learn the concepts of script writing

CO 5: Produce an in-house magazine

Course Specific Procedures:

- Assignments will be given weekly.
- Class discussion will include how to handle stories, coverage, sources, and story topic research and magazine production.
- Discussion will include writing stories, coverage of issues beyond the surface, looking more in-depth at topics as well as alternative angles to stories, development, organization, and production.
- Magazine Production [with English articles only]

Text Book:

1. Whittaker, Jasan. *Magazine Production*. 2nd Edition, Routledge Publications, UK, 2016.

Reference Books:

1. Morrish, John. *Magazine Editing: How to Develop and Manage a Successful Publication*. 2nd Edition, Routledge: London and New York, 2003.
2. Prijatel, Patricia and Johnson, Sammye. *Magazine Publishing*, US, NTC/Contemporary Publishing Group, 2000.

E-Resources:

1. https://shora.tabriz.ir/Uploads/83/cms/user/File/657/E_Book/Communication/MAGAZINE%20EDITING.pdf
2. https://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Magazine_Production.pdf
3. https://www.academia.edu/41373102/Handbook_of_Magazine_Production_2017
4. <https://www.andrewnoakes.com/blog/planning-producing-magazine.html>
5. <https://asauk.org.uk/wp-content/uploads/2013/09/Professional-publications-introducing-the-design-and-print-production-process.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	9	3	9	39
CO2	9	3	3	3	9	3	9	39
CO3	9	9	9	3	9	9	9	57
CO4	9	3	3	3	9	9	9	45
CO5	9	9	9	9	9	9	9	63
Total	45	27	27	21	45	33	45	243
	Low-1		Medium- 3			High-9		

DSE II - Print Media Internship [Mini Project]

(For Students Admitted from 2022-23)

Semester: II**Subject Code: HMEGE2BPW****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To impart various skill, knowledge and attitude for budding print media professionals
2. To integrate the professional skills in their own writings logically

Print Media Internship

A Print media intern ship for 10 days

Project should be submitted in 30 pages

Evaluation

A viva-voce will be conducted by the external examiner

The assessment of the project will be done by the project guide as well as the external examiner.

Internal - 40

External - 60

Total	100
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Internal:

Field work- 10; Knowledge Gained- 10; Review- 10; Attendance -5; Class Performance – 5

External:

Technical Skill - 20; Innovative Ideas - 20; Presentation- 10; Viva Voce- 10

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concepts of Print Media Internship**CO 2:** Apply various skills and knowledge to become a print media professional**CO 3:** Discover innovative ideas in print media**CO 4:** Establish interpersonal relationship with media persons**CO 5:** Produce concepts and layout based on print media**Text Books:**

1. Kipphan, Helmut. *Handbook of Print Media*. Springer, New York, 2016.
2. Vilanilam, J V. *Mass Communication in India*. Sage Publications: New Delhi, 2005.

Reference Books:

1. M E, Premanand. *Print Media*. Poorna Publications: Kozhikode, 2012.
2. Klaus, Bruhn Jensen. *A Handbook of Media and Communication Research*. Routledge, 2003.

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	3	9	3	9	51
CO2	9	9	9	9	9	9	9	63
CO3	9	3	9	3	9	3	9	45
CO4	9	3	9	9	9	3	9	51
CO5	9	9	9	9	9	9	9	63
Total	45	33	45	33	45	27	45	273

Low-1

Medium-3

High-9

Extra Credit-Case Study

(For Students Admitted from 2022-23)

Semester: II

Subject Code: HMEGX2

Credit: 2

Course Objectives:

1. To discuss the key principles of various case studies arising from various application areas
2. To provide opportunities for hands-on practical application of the tools and techniques of writing case-studies

Unit I- Introduction

Introduction to case study-Definition-Principles-Characteristics.

Unit II-Types of Case Study

The Problem or Decision Case-The Evaluation Case-The Illustration Case.

Unit III-Methodology

Techniques-Methods of collecting data- organization of data-analysis of data.

Unit IV-Writing Case Studies

Vocabulary-Style-Writing Case Study Reports—Explanation, Theorizing, Evaluation Studies.

Unit V-Designing a Case Study

Determine the content-Organize the content-Develop the themes-Develop the visuals-Develop the proofs-Write the executive summary.

Activity

Students should choose any problem in the teaching context and conduct a Case-Study.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the characteristics of case study in research

CO 2: Apply the techniques of case study in projects or research

CO 3: Compare and contrast types of case studies

CO 4: Criticize their own and peers' research projects

CO 5: Create a case study design

Text Books:

1. Merriam, S. B. *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey Bass. 1998.
2. Stake, R. E. *The Art of Case Study Research*. Thousand Oaks, CA: Sage. 1995.
3. Stake, R. E. *Multiple Case Study Analysis*. New York: Guilford Press. 2005.
4. Yin, Robert K. *Applications of Case Study Research*. 2nd Edition. Sage Publications: New York: 2003.

Reference Books:

1. Ellet, William. *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*. Harward Business Review Press: Brighton, 2007.
2. Yin, Robert K. *Case Study Research: Design and Methods*. 3rd Edition. Sage Publications: New York, 2003.

Journals:

1. Asian Case Research Journal
2. Asian Journal of Management Cases
3. South Asian Journal of Business and Management Cases
4. Journal of Advanced Management Science

E-Resources:

1. <https://study.sagepub.com/introducing-or/student-resources/case-studies>
2. <https://mitsloan.mit.edu/teaching-resources-library/case-studies>
3. <https://library.bu.edu/business-case-studies/open>
4. <https://journals.sagepub.com/doi/abs/10.1177/1094428108319905>
5. <https://www.jstor.org/stable/23768608>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	3	9	33
CO2	9	9	9	9	3	9	9	57
CO3	9	3	9	3	3	1	9	37
CO4	9	9	9	3	3	3	9	45
CO5	9	9	9	9	9	9	9	63
Total	45	33	39	27	21	25	45	235

Low-1

Medium-3

High-9

Core IX- Psychology and Literature

(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMEGC31****Hours / Week: 7****Credit: 5****Course Objectives:**

1. To learn psychology and literature as an inter-disciplinary course
2. To train the students to interpret any literary text in psychological perspectives

Unit I (21 hours)**Introduction**

Basic concepts- Schools of Psychology- Personality- Motivation and Behaviour- Frustration- Defence Mechanism- Phobias and Manias- Neurotic and Psychotic reactions -Stream of Consciousness.

Unit II (21 hours)**Psychological Theory**

Sigmund Freud	-	Psychoanalytical Theory
Carl Jung	-	Theory of Personality

Unit III (21 hours)**Psychological Interpretations of Literary texts**

S T Coleridge	-	“The Rime of the Ancient Mariner”
Ernest Jones	-	“The Psycho-Analytic Study of Hamlet”
George Ryga	-	<i>The Ecstasy of Rita Joe</i>

Unit IV (21 hours)**Psychological Interpretations of Literary texts**

Virginia Woolf	-	<i>Mrs Dalloway</i>
James Joyce	-	<i>A Portrait of the Artist as a Young Man</i>

Unit V (21 hours)**Practical**

Psychological interpretation of any literary work by applying anyone concept or a theory from Unit I and II.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand and recall the basic psychological concepts and theories
- CO 2:** Identify the principles of human behaviour and motivation in literary perspective
- CO 3:** Analyze the psyche of the popular characters in literature
- CO 4:** Interpret the characters’ behaviour in relation with their psychological trauma
- CO 5:** Construct a psychological analysis of any literary work by applying the theories of psychology

Text Books:

1. Ryga, George. *George Ryga’s the Ecstasy of Rita Joe*. Vancouver: Talon books, 1970.
2. Joyce, James, Seamus Deane. *A Portrait of the Artist As a Young Man*. Penguin Classics, 2016.
3. Woolf, Virginia. *Mrs Dalloway*. Penguin Classics, 2021.

Reference Books:

1. Vijayarani, S, Deva Prasanna. *An Introduction to Psychology and Literature*. Emerald Publishers: Chennai, 2014.
2. Schultz. P., Duane, Sydney Ellen Schultz. *Theories of Personality*. Wadsworth Publishing: Belmont, 2016.

Journals:

1. International Journal of Psychology
2. Frontiers n Psychology
3. International Journal of Literature and Psychology
4. British Journal of Psychology

E-Resources:

1. <https://olivia-moy.squarespace.com/s/A-Psycho-Analytic-Study-of-Hamlet.pdf>
2. <https://study.com/academy/lesson/the-id-ego-superego-in-lord-of-the-flies.html#:~:text=Freud's%20final%20division%20of%20the,ways%2C%20Ralph%20represent%20the%20everyman.>
3. <https://www.cram.com/essay/Id-Ego-And-Superego-In-Lord-Of/P3CMPUPNBXZW>
4. <https://naarm.org.in/VirtualLearning/vlc/Motivation%20&%20Behaviour.pdf>
5. <https://www.verywellmind.com/what-is-psychosis-p2-379828>

Course Outcomes	Programme Outcomes							Total
	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	9	1	3	25
CO2	9	1	9	1	9	9	9	47
CO3	9	1	9	9	9	9	9	55
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	1	9	9	9	55
Total	45	21	37	21	45	37	39	245

Low-1

Medium-3

High-9

Core X –Principles of Literary Criticism

(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMEGC32****Hours / Week: 8****Credit: 5****Course Objectives:**

1. To introduce the literacy and critical concepts from ancient to the modern times
2. To strengthen and deepen the interpretative skills through various theories and criticism

Unit I**(22 hours)****Ancient Criticism**

Introduction- Classical Literary Criticism: Intellectual and Political Backgrounds

Aristotle - "Poetics"

Unit II**(26 hours)****Early Modern and Modern Period**

Dryden - "Essays of Dramatic Poesy"

Coleridge - "Biographia Literaria – Chapter XIV"

Unit III**(26 hours)****19th & 20th Century**

T S Eliot - "Metaphysical Poet"

William Empson - "Seven Types of Ambiguity- Chapter VII"

Unit IV (26 hours)**New Criticism – Structuralism & Historicism**

- Allen Tate - “Tension in Poetry”
 Northrop Fryer - “The Architypes of Literature”

Unit V (26 hours)**Post Structuralism & Cultural Studies**

- Cleanth Brooks - “Irony as a principle of Structure”
 Stuart Hall - “Cultural Studies and its Theoretical Legacies”

Course Outcomes:

After successful completion of this course, students will be able to

- CO 1:** Understand the origin of English Critical Traditions and its influence on the domain of criticism
CO 2: Develop the critical concepts and associate them with the evolving genre
CO 3: Differentiate the ways of intellectualizing the work of art
CO 4: Develop the ability to read the works of literary, rhetorical, and cultural criticism
CO 5: Integrate literary texts with the theory and produce literary criticism

Text Books:

1. Leitch, Vincent B. *The Norton Anthology of Theory and Criticism*. London, W.W.Norton & Company, 2018.
2. Habib M A R. *A History of Literary Criticism*. U K, Blackwell Publishing, 2005.

Reference Books:

1. Habib M A R. *A History of Literary Criticism*. U K, Blackwell Publishing, 2012.
2. Wilfred L. Guerin and et.al. *A Handbook of Critical Approaches*. Oxford University Press 2005.

Journals:

1. American literature: a journal of literary history, criticism and bibliography
2. English literary history
3. Mosaic: An Interdisciplinary Critical Journal
4. Publications of the Modern Language Association of America

E- Resources:

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ==>
<https://snhingu.blogspot.com/2013/05/literary-criticism-tension-in-poetry.html>
2. <https://ia601901.us.archive.org/27/items/in.ernet.dli.2015.215758/2015.215758.Seven-Types.pdf>
3. <https://gacbe.ac.in/pdf/ematerial/18MEN23C-U4.pdf>
4. <https://journals.openedition.org/artelogie/4098>
5. [https://csucus.primo.exlibrisgroup.com/discovery/fulldisplay?vid=01CAL\\$USL:01CAL\\$USL&isFrbr=true&tab=LibraryCatalog&docid=alma991067604500802901&context=L&search_scope=MyInstitution&lang=en](https://csucus.primo.exlibrisgroup.com/discovery/fulldisplay?vid=01CAL$USL:01CAL$USL&isFrbr=true&tab=LibraryCatalog&docid=alma991067604500802901&context=L&search_scope=MyInstitution&lang=en)

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	3	3	3	39
CO2	9	9	9	9	9	9	3	57
CO3	9	3	9	9	9	9	3	51
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	39	39	45	39	39	27	273

Low-1

Medium- 3

High-9

Core XI-Research Methodology and Academic Writing

(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMEGC33****Hours / Week: 8****Credit:5****Course Objectives:**

1. To introduce the major trends and techniques in research
2. To train the students gather, interpret, analyze and synthesize data or information

Unit I**(26 hours)****Research**

Definition of Research-Types of Research-Choosing a Viable Topic- Conducting Research-Plagiarism.

Unit II**(25 hours)****Research Methodology**

Sampling -Data collection- Primary and Secondary Sources-Organization of the data-Analysis of the data-Format of a Research Paper.

Unit III**(25 hours)****Documentation**

Citing Resources - Principles and details of MLA Style-Works Cited-Parentetical documentation.

Unit IV**(25 hours)****Writing in Academic Journals**

Process of writing a Journal –Selecting a Journal-Structure- Content- Mechanics and language verification- Vocabulary -Style.

Unit V**(25 hours)****Preparation of a Literary Journal**

Writing for publication-Peer review-Editing and proof reading.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand the basic concept of academic writing
- CO 2:** Identify different research sources and format of a research paper
- CO 3:** Examine different methodologies of documentation
- CO 4:** Discover major trends and techniques in research and mechanics of writing
- CO 5:** Prepare and publish articles in literary journal

Text Books:

1. *The MLA Hand Book for Writers of Research Papers*, (8th Edition). Modern Language Association of America, 2016.
2. *The MLA Hand Book for Writers of Research Papers*, (9th Edition). Modern Language Association of America, 2021.
3. Creswell, John W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (4th Edition.). Sage Publications, New Delhi, 2014.
4. Booth, Waynehr et al. *The Craft of Research*. 4th Edition. The University of Chicago Press: London, 2016.

Reference Books:

1. Merriam, Sharan B. and Tisdell, Elizabeth J. *Qualitative Research: A Guide to Design and Implementation*, (4th Ed.). John Wiley & Sons: United States of America, 2015.
2. Mishra, Shanti Bhushan, and Alok Shasi. *Handbook of Research Methodology: A Compendium for Scholars and Researchers*. Educreation Publishing: New Delhi, 2017.

Journals:

1. International Journal of Educational Research
2. International Journal Research Publications
3. IAFOR Journal of Arts and Humanities
4. Journal of Language and Discrimination

E- Resources:

1. <https://koreatesol.org/sites/default/files/pdf/QuickGuide-to-Journal-Article-Writing.pdf>
2. https://www.wlc.edu/uploadedFiles/Content/Academics/Student_Success_Center/ResearchPaper.pdf
3. https://btsau.edu.ua/sites/default/files/scopus/%D0%A1%D1%83%D0%BF%D0%B5%D1%80%20-%20writing_an_academic_journal_article.pdf
4. <https://eric.ed.gov/?id=EJ1065734>
5. https://www.researchgate.net/publication/329584112_Conceptualizing_EL_T_Research_Research_Process_in_Quantitative_and_Qualitative_Study

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	9	3	9	9	45
CO2	9	9	9	3	3	3	9	45
CO3	9	3	9	3	9	9	9	51
CO4	9	9	9	3	9	9	9	57
CO5	9	9	9	9	9	9	9	63
Total	45	33	39	27	33	39	45	261

Low-1

Medium-3

High-9

DSE III - Documentary Preparation [Practical]

(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMEGE3AP****Hours / Week: 7****Credit: 5****Course Objectives:**

1. To introduce the field of media, the technicalities of cameras and other equipment
2. To develop the script writing skill and editing skills

Unit I

Introduction about Documentary – Documentary Techniques – Documentary Videos.

(20 hours)**Unit II**

Camera shots – Camera Techniques – Camera Angles – Practical sessions.

(22 hours)**Unit III**

Script writing – Script writing techniques.

(22 hours)**Unit IV**

Editing Skills – Editing Techniques.

(22 hours)**Unit V**

Production – Post Production work.

(22 hours)**Documentary Production**

- A documentary or a short film based on a social theme/feature story/imaginary theme may be submitted
- Time duration – 30 minutes
- Voice-over must be in English
- Sub-titles should be added wherever needed

Evaluation

A viva-voce will be conducted by the external examiner

The assessment of the project will be done by the project guide as well as the external examiner.

Internal	- 40
External	- 60
Total	<u>100</u>

Internal:

Field work- 15; Camera Techniques- 5; Review- 10; Attendance -5; Editing – 5

External:

Visual Effects - 20; Auditory Skill - 20; Viva-Voce & Presentation- 10; Creativity- 10

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concept of documentary preparation

CO 2: Apply the creative skills to prepare a documentary

CO 3: Analyse the techniques of camera and editing

CO 4: Transform the editing skills from campus to work

CO 5: Produce a documentary

Text Book:

1. Fox, Broderick. *Documentary Media: History, Theory, Practice*. Pearson: New York, 2009.

Reference Book:

1. Dancyger, Ken. *The Technique of Film and video Editing*. Routledge: London, 2018.

E-Resources:

1. <https://cmsimpact.org/resource/documentary-film-a-very-short-introduction/>
2. <http://personal.psu.edu/kns5319/ARCH%20130/Bill%20Nichols%20%20%20Introduction%20to%20documentary.pdf>
3. https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/NETworking_Popular%20Culture/CD%20for%20govt%20printer%20-%20FINAL/3.%20Unit%20A.%20Captions%20and%20Photo%20Stories/1.%20Handouts/Handout%20A.1%20Camera%20Shots%20and%20Angles.pdf
4. <https://www.desktop-documentaries.com/how-to-write-a-script.html><https://www.youtube.com/watch?v=oN30mlNIK2w>
5. <https://www.whsd.net/userfiles/1441/Classes/54973/documentary%20film%20techniquesx.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	3	9	3	9	51
CO2	9	9	9	9	9	9	9	63
CO3	9	3	9	3	9	3	9	45
CO4	9	3	9	9	9	3	9	51
CO5	9	9	9	9	9	9	9	63
Total	45	33	45	33	45	27	45	273

Low-1

Medium-3

High-9

DSE III- Electronic Media Internship [Mini Project]

(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMEGE3BPW****Hours / Week:7****Credit: 5****Course Objectives:**

1. To impart various skill, knowledge and attitude for budding media professionals
2. To integrate the professional skills in their own writings logically

Electronic Media Internship

An Electronic media internship for 1 week

Project should be submitted in 30 pages

Evaluation

A viva-voce will be conducted by the external examiner

The assessment of the project will be done by the project guide as well as the external examiner.

Internal - 40

External - 60

Total	100
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Internal:

Field work- 10; Knowledge Gained- 10; Review- 10; Attendance -5; Class Performance – 5

External:

Technical Skill - 20; Innovative Ideas - 20; Presentation- 10; Viva Voce- 10

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concepts of Electronic Media Internship**CO 2:** Apply various skills and knowledge to become a media professional**CO 3:** Discover innovative ideas in electronic media**CO 4:** Establish interpersonal relationship with media persons**CO 5:** Produce concepts and layout based on digital media

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	3	9	3	9	51
CO2	9	9	9	9	9	9	9	63
CO3	9	3	9	3	9	3	9	45
CO4	9	3	9	9	9	3	9	51
CO5	9	9	9	9	9	9	9	63
Total	45	33	45	33	45	27	45	273

Low-1

Medium-3

High-9

Core XII–Subaltern Literature

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: HMEGC41****Hours / Week:6****Credit: 5****Course Objectives:**

1. To deconstruct the traditional historiography of subordinated groups in sustained manner
2. To comprehend a varied socio-cultural identities and marginalities of various literary works

Unit I**(18 hours)****Poetry**

L.S. Rokade	-	“To be or Not to be born”
Langston Hughes	-	“Cross”
Mari Evans	-	“I am a Black Woman”
Maya Angelou	-	“Still I Rise”
John Pepper Clark	-	“Night Rain”
Meena Kandasamy	-	“Apologies for Living On”

Unit II**(18 hours)****Prose**

Gayathri Chakravorty Spivak	-	“Can the Subaltern Speak?”
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Unit III**(18 hours)****Drama**

Marina Carr	-	<i>Woman and Scarecrow</i>
Mahesh Dattani	-	<i>On a Muggy Night in Mumbai</i>

Unit I**(18 hours)****Short Story**

Kishori Charan Das	-	“Night Dogs”
Urmila Pawar	-	“Chauthi Bhint” (The Fourth Wall)

Unit V**(18 hours)****Novel**

Jeanette Armstrong	-	<i>Whispering in Shadows</i>
Upton Sinclair	-	<i>The Jungle</i>

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Explain the basic concept of subaltern**CO 2:** Identify the sufferings of socially, politically and economically neglected and oppressed**CO 3:** Infer the modern subaltern culture and its impact**CO 4:** Interpret the impact created by the writers and their writing style**CO 5:** Construct one’s own identity and public persona according to the norms and standards of Society

Text Books:

1. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *In Marxism and The Interpretation of Culture*. Cary Nelson and Lawrence Grossberg, eds. London: Macmillan, 1988.
2. Care, Marina. *Woman and Scarecrow*. London: Faber, 2006.
3. Dattani, Mahesh. *On a Muggy Night in Mumbai*. Haryana: Penguin, 2013.
4. Armstrong, Jeanette. *Whispering in Shadows*. Theytus, 2000.
5. Sinclair, Upton. *The Jungle*. New York: Penguin Classics, 1986.
6. Parulkar, Ashwin & et al. *Dispossessed- Stories from India's Margins*. Speaking Tiger Publishing Pvt. Ltd., 2017.

Reference Books:

1. Jarrett, Gene A. *Representing the Race: A New Political History of African American Literature*. NY: New York UP, 2011.
2. Pratiba V et al, *The Oxford India Anthology of Malayalam Dalit Writing*. Oxford University Press: New Delhi, 2012.
3. Dangle, Arjun. *Poisoned Bread*. Hyderabad: Orient Longman, 1994.

Journals:

1. *Woman's Studies in Inter-disciplinary Journal*
2. *English Studies in International Research Journal*
3. *The Canadian Journal Native Studies*
4. *New Man International Journal of Multidisciplinary Studies*

E-Resources:

1. <https://blackthen.com/poem-black-woman-poet-writer-mari-evans/>
2. <https://www.poetrynook.com/poem/apologies->
3. <http://marathidalitpoetry.blogspot.com/2014/07/to-be-or-not-to-be-born/sroka.html?m=1>
4. <https://pdfcookie.com/documents/guha-subaltern-studies-reader-1g2w6o0py815>
5. <https://www.poetryfoundation.org/poems/46446/still-i-rise>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	1	1	3	1	1	19
CO2	9	3	9	9	9	9	9	57
CO3	9	3	9	9	9	3	3	45
CO4	9	3	9	3	3	3	3	33
CO5	9	3	9	9	9	9	9	57
Total	45	15	37	31	33	25	25	211

Low-1

Medium-3

High-9

Core XIII–Green Studies

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: HMEGC42****Hours / Week: 6****Credit: 6****Course Objectives:**

1. To understand environmental crises in Literature
2. To get the knowledge about ecology based literary texts

Unit I**(18 hours)****Introduction**

Eco-Criticism: Eco-criticism and Green Studies- Culture and Nature-Ecocriticism Examples.

Unit II**(18 hours)****Poetry**

Thomas Hardy	-	“In Time of the Breaking of Nations”
William Wordsworth	-	“The Prelude”

Unit III**(18 hours)****Prose**

Hazlitt	-	“On Going a Journey”
Henry David Thoreau	-	“The Ponds”

Unit IV**(18 hours)****Essay**

Emerson	-	<i>Nature</i> (Chapter I-VIII)
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Unit V**(18 hours)****Novel**

Kamala Markandaya	-	<i>Nectar in a Sieve</i>
Margaret Atwood	-	<i>Surfacing</i>

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the ecological concern, and eco-culture of various literature**CO 2:** Recognize the Eastern and Western Ecocritical tools**CO 3:** Analysis historical perspective of Eco-Cultural Literature**CO 4:** Evaluate the relation between humans and then natural world in literature**CO 5:** Create ecological thinking and cultural background**Text Books:**

1. Barry, Peter. *Beginning Theory: An introduction to literary and culture theory*, 3rd Edition. 2009.
2. Markandaya, Kamala. *Nectar in a Sieve*, Penguin Random House: New Delhi, 2009.
3. Atwood, Margaret. *Surfacing*. Virago Press, London, 2009.

Reference Books:

1. Bhatnagar, Anil K. *Kamala Markandaya: A Thematic Study*, Sarup & Sons, 1995.
2. Thoreau, Henry David. *Walden*. Ticknor and Fields: New York, 1910.

Journals:

1. The Journal of Eco-Criticism –A New Journal of Nature, Society, and Literature
2. ISLE: Interdisciplinary Studies in Literature and Environment.
3. Journal of Ecohumanism
4. Journal of Environmental Studies

E Resources:

1. <https://webapps.umassd.edu/ue/syllabi/2920/CE1/1119.pdf>
2. <https://azeitao.files.wordpress.com/2007/05/walden.pdf>
3. <https://interestingliterature.com/2016/10/a-short-analysis-of-thomas-hardys-in-time-of-the-breaking-of-nations/>
4. <https://sites.ualberta.ca/~dmiall/Travel/hazlitt.htm>
5. http://ijrar.com/upload_issue/ijrar_issue_20543330.pdf

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	3	3	9	45
CO2	9	9	9	3	9	9	3	51
CO3	9	3	9	1	3	1	1	27
CO4	9	9	9	3	9	3	3	45
CO5	9	9	3	3	3	3	3	33
Total	45	39	33	19	27	19	19	201

Low-1

Medium-2

High-9

Core XIV-Project – Dissertation

(For Students Admitted from 2022-23)

Semester IV**Subject Code: HMEGC43PW****Hours / Week:12****Credit: 5****Course Objectives:**

1. To prepare students to analyze the various aspects of literary works
2. To make them eligible to undertake higher order research in their future

A project on any topic pertaining to Literature or Language.

Evaluation

A viva – voce will be conducted by the external examiner.

The assessment of the project will be done by the project guide as well as the external examiner.

Internal - 100

External - 100

Total 200

Internal

Review Average – 75; Report/Record-20; Attendance -5

External

Record-40; Presentation-30; Viva voce-30

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the strategies of textual interpretation appropriate to different literary genres

CO 2: Apply the principles of literary criticism to analyze the text

CO 3: Analyze the research concepts and contexts clearly and effectively

CO 4: Measure the qualitative and quantitative evaluation processes to original data

CO 5: Develop a project and cite source according to MLA documentation style and maintain academic integrity in their work

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	3	9	9	9	57
CO2	9	9	9	3	9	9	9	57
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	1	1	9	9	47
CO5	9	9	9	1	9	1	9	47
Total	45	45	45	17	37	37	45	271

Low-1

Medium-3

High-9

Extra Credit – Book Review

(For Students Admitted from 2022-23)

Semester: IV

Subject Code: HMEGX4

Credit: 2

Course Objectives:

1. To improve learners' ability to select appropriate resources and texts
2. To understand possible strategies and approaches to pursue learners' writing

Unit I

Definition and Concept of Book Review.

Unit II

Methodology and Process for reviewing a book.

Unit III

Selecting a book for review.

Unit IV

Techniques and format for writing a book review.

Unit V

Drafting a book review as rough and final.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand the concept of book review
- CO 2:** Specify the methods of reviewing a book
- CO 3:** Analyze the techniques of reviewing a book
- CO 4:** Examine the process of writing a review
- CO 5:** Produce the review for a literary work

Text Books:

1. Rizvi, Ashraf. *Effective Technical Communication*. New Delhi, Tata Mc Graw Publishing Company, 2nd Edition, 2017.
2. Dewani, Richa. *English Writing Skills*. Wisdom Press: New Delhi, 2016.

Reference Books:

1. Laura, Wendy Belcher. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Sage Publications, USA, 2009.
2. *The MLA Hand Book for Writers of Research Papers*, (9th Edition). Modern Language Association of America, 2021.

Journals:

1. Journal of The Book Review and Literary Trust
2. International Journal of Knowledge, Innovation and Entrepreneurship
3. New York Journal of Books
4. European Journal of International Law

E-Resources:

1. <http://www.faculty.rsu.edu/users/f/felwell/www/Info/BookReview2.htm>
2. <https://wts.indiana.edu/writing-guides/writing-book-reviews.html>
3. <https://reedsy.com/discovery/blog/book-review-sites>
4. <https://iimskills.com/how-to-write-a-book-review/>
5. <https://libguides.usc.edu/c.php?g=235208&p=1560694#:~:text=When%20writing%20an%20academic%20book,of%20the%20book%20review%20text.>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	3	9	57
CO2	9	9	9	3	9	9	9	57
CO3	9	9	9	9	9	3	9	57
CO4	9	9	9	3	9	9	9	57
CO5	9	9	9	3	9	9	9	57
Total	45	45	45	27	45	33	45	285

Low-1

Medium-3

High-9

BA ENGLISH
(Three Year Programme)
(For Students Admitted from 2022-23)

Programme Specific Outcomes:

On the completion of the BA English programme, the undergraduates will be able to:

PSO 1: Disciplinary Knowledge: Identify, speak, and write about different literary genres, forms, periods and movements

PSO 2: Effective Communication: Demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

PSO 3: Research Skill and Critical Thinking: Understand the meaning of research and gain practical knowledge through project work as well as able to substantiate critical readings of literary text in order to persuade others

PSO 4: Moral Ethical Awareness/Reasoning: Interrogate one's own ethical values and able to inherit environmental, religious and spiritual aspects from literary texts also able to analyze texts, evaluate ideas and literary strategies

PSO 5: Information / Digital Literacy: Use digital sources and read them critically as well as able to use digital resources for presentations

PSO 6: Problem Solving: Read any unfamiliar literary texts

PSO 7: Self-directed and Life-Long Learning: Critically think and read literary and critical texts independently and able to transfer such skills into other domains of one's life and work

PREAMBLE

- Core I-British Literature [1340-1660] is changed as British Literature 14th to 18th century
- Core II- Applied Grammar is changed as Grammar and Writing Skills
- Core III-British Literature [1664-1774] is replaced with British Literature 19th century to 21st century
- Core V-British Literature [1790-1850] is removed and Core VI-American Literature is moved to Core V
- Core X-Phonetics and Transcription is moved to Core VI
- Core VII-British Literature [Victorian to Modern Age] is removed and Core XI-Shakespeare is moved to Core VII
- Core VIII-New Literatures in English is replaced with Introduction to English Language Teaching
- Core IX is moved from Semester IV to Semester V and Core IX-Poetry and Psychology is replaced with Post-Colonial Literature in English
- Core XII-Literary Criticism is moved to Core X
- In the place of Core XI-Shakespeare, Research Methodology is introduced
- In the place of Core XII-Literary Criticism, Children's Literature is introduced
- Core XVI-Project is moved to Core XIII
- Core XIV-African American Literature is moved to Eco Literature
- Core XV-Media Writing is changed to Popular Literature
- In the place of Core XVI-Project, Canadian Literature is introduced

- The titles of the Allied courses are changed as Ability Enhancement Compulsory Courses. First Allied II-Literary Forms is replaced with Ability Enhancement Compulsory Course II-History of English Literature; Second Allied I-History of English Literature I is replaced with Ability Enhancement Compulsory Course I-Literary Genres and Terms; Second Allied II-History of English Literature II is replaced with Ability Enhancement Compulsory Course II-Film and Literature
- The title of the Skill Based Elective courses are changed as Skill Enhancement Courses and the subject title also replaced. Instead of Business English I to Business English VI, Semester I-Presentation Skills; Semester II-Professional Communication; Semester III-Business Communication; Semester IV-English for Career Development; Semester V-Interview Skills and Semester VI-Personality Development are introduced
- Core Elective Courses are renamed as Discipline Specific Electives. Core Elective I-Prose/Poetry is changed to Greek Literature/Myth and Literature; Core Elective II-Drama/Fiction is changed to African American Literature/Marginal Writings; Core Elective III-English for Education and Career Abroad/English for Competitive Examinations is changed to Discipline Specific Elective III-English for Competitive Examination/English for Education and Career Abroad
- Browsing and Games are introduced in the first semester
- General Interest Courses are changed. General Interest Course I-Environmental Studies is replaced with Environmental Science; General Interest Course III-Values and Ethics is replaced with Life Skills and Value Education; General Interest Course IV-Women Studies is replaced with Women Entrepreneurship
- Extra Credit Courses are changed from Semester II to Semester VI. Semester II-Extra Credit-Creative Writing[Mini Project] is changed to Video Editing[practical]; Semester III-Extra Credit-Travel Writing[Mini Project] is changed to Film Appreciation; Semester IV-Extra Credit-Extra Reading Review [Practical] is changed to Script Writing[Practical]; Semester V-Extra Credit-Magazine Production [Project] is changed to Employability Skills; Semester VI-Extra Credit-Skills for Employability Development is changed to Copy Editing [Practical]
- Online Courses-SWAYAM/MOOCs/NPTEL is introduced as optional courses in Extra Credit from Semester II to Semester VI

BA ENGLISH - PROGRAMME STRUCTURE**PROGRAMME CODE: UEG**

Sem	Part	Subject Code	Course	Subject Title	Hours/Week	Credit	CIA	ESE	Total Marks
I	I	IBLT11/ IBLA11/ IBLH11	Language I	Tamil I / Basic Arabic I / Hindi I	5	3	40	60	100
	I	IBLEI12/ IBLEII12	Language II	English I	5	3	40	60	100
	III	IBEGC11	Core I	British Literature [from 14 th to 18 th Century]	6	5	40	60	100
		IBEGC12	Core II	Grammar and Writing Skills	5	4	40	60	100
		IBEGA13	AECC I	Social History of England	5	4	40	60	100
	IV	IBEGS14	SEC I	Presentation Skills	2	2	-	50	50
				Browsing / Library Games	1 1	- -	- -	- -	- -
				TOTAL	30	21	200	350	550
II	I	IBLT21/ IBLA21/ IBLH21	Language I	Tamil II / Basic Arabic II/ Hindi II	5	3	40	60	100
	I	IBLEI22/ IBLEII22	Language II	English II	5	3	40	60	100
	III	IBEGC21	Core III	British Literature [from 19 th to 21 st Century]	4	4	40	60	100
		IBEGC22	Core IV	Indian Writing in English / NPTEL ^o	5	5	40	60	100
		IBEGA23	AECC II	History of English Literature	5	4	40	60	100
		IBEGS24	SEC II	Professional Communication	2	2	-	50	50
	IV	IBES2	General Interest Course-I	Environmental Science	2	2	-	50	50
		IBEGX2P /IBEGX2 O	Extra Credit	Video Editing (Practical)/ Online Course*	-	2	-	100	100
				Browsing/ Library Games	1 1	- -	- -	- -	- -
				TOTAL	30	23+2	200	400+ 100	600+ 100

III	I	IBLT31/ IBLA31/ IBLH31	Language I	Tamil III / Basic Arabic III/ Hindi III	5	3	40	60	100
	II	IBLEI32/ IBLEII32	Language II	English III	5	3	40	60	100
	III	IBEGC31	Core V	American Literature	4	4	40	60	100
		IBEGC32	Core VI	Phonetics and Transcription	4	4	40	60	100
		IBEGA33	AECC I	Literary Genres and Terms	4	4	40	60	100
	IV	IBEGS34	SEC III	Business Communication / Online Internship [#]	2	2	-	50	50
			OEC	-	2	2	-	50	50
		IBHR3	General Interest Course – II	Human Rights	2	2	-	50	50
	V	IBXTN3		Extension Activity (NSS/CSS)	2	2	100	-	100
	IBEGX3P/ IBEGX30	Extra Credit	Film Appreciation (Practical)/Online Course*	-	2	-	100	100	
			TOTAL	30	26+2	300	450+ 100	750+ 100	
IV	I	IBLT41/ IBLA41/ IBLH41	Language I	Tamil IV/ Basic Arabic IV / Hindi IV	5	3	40	60	100
	II	IBLEI42/ IBLEII42	Language II	English IV	5	3	40	60	100
	III	IBEGC41	Core VII	Shakespeare	5	4	40	60	100
		IBEGC42	Core VIII	Introduction to English Language Teaching	4	4	40	60	100
		IBEGA43	AECC II	Film and Literature	5	4	40	60	100
	IV		OEC	-	2	2	-	50	50
		IBEGS44	SEC IV	English for Career Development / Online Internship [#]	2	2	-	50	50
		IBLVE4	General Interest Course – III	Life Skills and Value Education	2	2	-	50	50
	V	IBEGX4P/ IBEGX40	Extra Credit	Script Writing (Practical)/Online Course*	-	2	-	100	100
			TOTAL	30	24+2	200	450+ 100	650+ 100	
III	IBEGC51	Core IX	Postcolonial Literature in English	5	4	40	60	100	
	IBEGC52	Core X	Literary Criticism / NPTEL ^o	5	4	40	60	100	
	IBEGC53	Core XI	Research Methodology	4	4	40	60	100	
	IBEGC54	Core XII	Children's Literature	4	3	40	60	100	

V		IBEGE5A/ IBEGE5B	DSE I	Greek Literature / Myth Literature	4	4	40	60	100
		IBEGE5C/ IBEGE5D	DSE II	African American Literature / Marginal Writings	4	4	40	60	100
	IV	IBEGS55	SEC V	Interview Skills / Online Internship [#]	2	2	-	50	50
		IBWE5	General Interest Course IV	Women Entrepreneurship	2	2	-	50	50
	V	IBESX5	Extra Credit	Employability Skills	-	2	-	100	100
				TOTAL	30	27+2	240	460+ 100	700+ 100
VI	III	IBEGC61 PW	Core XIII	Project	6	5	40	60	100
		IBEGC62	Core XIV	Eco Literature	6	5	40	60	100
		IBEGC63	Core XV	Popular Literature	6	4	40	60	100
		IBEGC64	Core XVI	Canadian Literature	5	4	40	60	100
		IBEGE6A/ IBEGE6B	DSE III	English for Competitive Examinations / English for Education and Career Abroad	4	4	40	60	100
	IV	IBEGS65	SEC VI	Personality Development / Online Internship [#]	2	2	-	50	50
				Library	1	-	-	-	-
	V	IBEGX6P/ IBEGX6O	Extra Credit	Copy Editing (Practical) / Online Course*	-	2	-	100	100
				TOTAL	30	24+2	200	350+ 100	550+ 100
			GRAND TOTAL	180	145+10	1340	2060 +500	3800 +500	

AECC – Ability Enhancement Compulsory Course

SEC – Skill Enhancement Course

DSE – Discipline Specific Elective

OEC – Open Elective Course

* For Online certification credit alone will be assigned on submission of certificate obtained through appearing for Online Examination from SWAYAM, MOOCS and NPTEL

[#]For Online Internship refer intershala.com

^o Relevant online course from SWAYAM/MOOCS/NPTEL has been integrated with the course

Core I- British Literature [From 14th to 18th Century]

(For Students Admitted from 2022-23)

Semester: I**Hours / Week: 6****Subject Code: IBEGC11****Credit: 5****Course Objectives:**

1. To introduce the writers and the tradition of English literature from 14th to 18th century
2. To develop the understanding of Renaissance Humanism, appreciate and analyse major genres in the large socio-political & religious contexts of the time

Unit I**(24 hours)****Poetry**Edmund Spenser
Geoffrey Chaucer

- "Prothalamion"
- "The Prologue to Canterbury Tales"
(Lines 1 - 100)

John Donne
Andrew Marvell

- "Ecstasy"
- "To His Coy Mistress"

Unit II**(12 hours)****Prose**

Francis Bacon

- "Of Studies"
- "Of Friendship"

Addison & Steele

- "Ghost Stories"

Unit III**(18 hours)****Drama**

Christopher Marlowe

- *Dr. Faustus*

Unit IV**(18 hours)****Novel**

Daniel Defoe

- *Life and Adventures of Robinson Crusoe*

Unit V**(18 hours)****Fiction**

Jonathan Swift

- *Gulliver's Travels*

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Acquire knowledge of the early British writers from 14th to 18th Century**CO 2:** Analyse and interpret the language of the British writers**CO 3:** Interpret the different genres employed during the period and the contribution of the Writers prescribed for the study**CO 4:** Significantly point out the religious and cultural temperament of the period**CO 5:** Develop skills to read, understand and appreciate literary text of the early British Writers

Text Books:

1. Marlowe, Christopher. *Christopher Marlowe: Four Plays: Tamburlaine, Parts One and Two, The Jew of Malta, Edward II and Dr Faustus*. Bloomsbury Publishing, 2014.
2. Defoe, Daniel. *The Life and Adventures of Robinson Crusoe*. United Kingdom, Belford, Clarke & Company, 1883.

Reference Books:

1. Mehl Dieter. *English Literature in the Age of Chaucer*. Routledge, 2021.
2. Chaucer, Geoffrey, and Ackroyd, Peter. *The Canterbury Tales*. United Kingdom, Viking, 2009.
3. Marvell, Andrew. *To His Coy Mistress*. United States, Project Gutenberg, 2008.
4. Bacon, Francis. *The Works of Francis Bacon*. United Kingdom, Cambridge University Press, 2011.
5. Humphreys. A R. Steele and Addison and their periodical essays. London: Longman's Green, 2001.

Journals:

1. International Journal of English Language and Literature Studies
2. Journal of Contemporary Drama in English
3. Journal of Common Wealth Literature

E-Resources:

1. <https://www.pdfdrive.com/five-revenge-tragedies-the-spanish-tragedy-hamlet-antonios-revenge-the-tragedy-of-hoffman-the-revengers-tragedy-d156890770.html>
2. <https://www.pdfdrive.com/dr-faustus-d41101786.html>
3. <https://www.pdfdrive.com/francis-bacons-the-new-atlantis-new-interdisciplinary-essays-e14981494.html>
4. <https://www.pdfdrive.com/prothalamion-in-honour-of-the-dove-e18949991.html>
5. <https://www.pdfdrive.com/chaucer-and-his-english-contemporaries-prologue-and-tale-in-the-canterbury-theses-e167124805.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	9	9	1	9	44
CO2	9	9	9	3	3	3	3	39
CO3	9	9	9	3	3	1	3	36
CO4	9	3	3	9	9	3	1	37
CO5	3	9	9	9	9	3	1	43
Total	39	33	33	33	33	11	17	199

Low-1 Medium-3 High-9

Core II- Grammar and Writing Skills

(For Students Admitted from 2022-23)

Semester: I**Subject Code: IBEGC12****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To recognize and identify parts of sentences
2. To understand the different ways in which grammar has been described

Unit I**(15 hours)**

Parts of speech- Articles- Modals- prepositions- Conjunctions.

Unit II**(15 hours)**

Verbs- Transitive and Intransitive, - Active voice and Passive voice.

Unit III**(15 hours)**

Sentence structure – Simple, Compound, Complex and Compound- Complex Sentences.

Unit IV**(15 hours)**

Tense- Sequence of Tense- Direct and Indirect speech.

Unit V**(15 hours)**

Letter Writing- Report Writing- Notice-Agenda- Minutes- Applied Phonetics- Conversational English.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Recognize the grammar skills involved in writing sentences and paragraphs**CO 2:** Analyse and self-correct when using targeted grammatical structures**CO 3:** Compare and contrast targeted grammatical structures meaningfully and appropriately in oral and written production**CO 4:** Identify and understand the meaning of targeted grammatical structures in written and spoken form**CO 5:** Diagnose and demonstrate grammar structures in real life context**Text Books:**1. Green, David. *Contemporary English Grammar Structures and Composition*. Macmillan Publishers, 2000.2. Symala, V. *Effective English Communication for you*. Chennai, Emerald Publisher, 2010.**Reference Books:**1. Murphy, Raymond. *Murphy's English Grammar* Cambridge University press, 2004.2. Rao, Lakshmi G.S. *Communication English*, Scitech Publications Chennai, 2010.**Journals:**

1. Journal of English Language Teaching
2. International Journal of English Language Teaching
3. Journal of English Language Teaching and Applied Linguistics

E-Resources:

1. <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
2. <https://www.englishgrammar.org/>
3. <https://englishgrammarsecrets.com/>
4. <http://www.perfect-english-grammar.com>
5. www.grammarbook.com/

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	1	9	9	55
CO2	9	9	9	9	1	9	9	55
CO3	9	9	3	9	1	9	9	49
CO4	9	9	9	9	1	9	9	55
CO5	9	9	1	9	9	9	9	55
Total	45	45	31	45	13	45	45	269

Low-1

Medium-3

High-9

AECC I - Social History of England

(For Students Admitted from 2022-23)

Semester: I**Subject Code: IBEGA13****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To provide the specific socio-political changes and its impact on England
2. To understand the influential role of history in English literature

Unit I**(15 hours)**

The Social and Political Background of England (Till 1953) - The Renaissance.

Unit II**(15 hours)**

Reformation and Counter Reformation – Puritanism - Colonial Expansion.

Unit III**(15 hours)**

The Civil War and its Social Significance - Restoration (Neo-Classical) England - Age of Queen Anne.

Unit IV**(15 hours)**

The Agrarian Revolution - The Industrial Revolution - The Reform Bills.

Unit V**(15 hours)**

The French Revolution - The Victorian Age - The World Wars and Social Security.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Trace the historical and political background of England until Modern Age

CO 2: Identify the religious changes prevailed in England

CO 3: Examine the impact of various revolutions which shaped the literature of England

CO 4: Elucidate the diversity of human nature in connection with the society, politics and literature

CO 5: Evolve the knowledge on English society and literature

Text Book:

1. Xavier, A.G. *Introduction to the Social History of England*. S. Viswanathan Printers & Publishers Pvt. Ltd: Chennai, 2011.

Reference Books:

1. Trevelyan, G.M. *English Social History*. Books Way Publishers and Distributors: Kolkata, 2014.
2. Ashok, Padmaja. *The Social History of England*. Orient Black Swan Pvt. Ltd: Hyderabad, 2017.

Journals:

1. Journal of Social History
2. Journal of Contemporary History
3. Journal of Social History

E-Resources:

1. <https://www.google.com/amp/s/www.history.com/.amp/topics/industrial-revolution/industrial-revolution>
2. <https://www.britannica.com/evsent/Renaissance>
3. [https://www.diffen.com/difference/World_War_I_vs_World_War_II#:~:text=The%20First%20World%20War%20\(WWI,military%20conflicts%20in%20human%20history.](https://www.diffen.com/difference/World_War_I_vs_World_War_II#:~:text=The%20First%20World%20War%20(WWI,military%20conflicts%20in%20human%20history.)
4. <https://www.boell.de/en/2014/07/08/impact-first-world-war-and-its-implications-europe-today>
5. <https://www.infoplease.com/encyclopedia/arts/english-lit/20th-century-plus/english-literature/the-victorian-age>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	9	3	3	1	3	31
CO2	3	3	3	3	3	1	3	19
CO3	3	3	3	1	3	3	3	19
CO4	9	3	9	9	3	9	3	45
CO5	9	3	3	3	3	3	3	27
Total	33	15	27	19	15	17	15	141

Low-1

Medium-3

High-9

SEC I - Presentation Skills
(For Students Admitted from 2022-23)

Semester: I

Hours / Week: 2

Subject Code: IBEGS14

Credit: 2

Course Objectives:

1. To develop the professional competence to communicate clearly and effectively in all kinds of environment and context
2. To inculcate the practical skills for a successful professional

Unit I

(6 hours)

Communication Skills for Presentation- Perfecting oral skills- Aural skills- Reading skills.

Unit II

(6 hours)

Non Verbal Communication- Cultural codes for effective Presentation- Etiquettes for formal communication.

Unit III

(6 hours)

Formal and Informal Conversation - Introducing- Opening & Closing speeches- Inviting- Thanking- Apologizing- Expressing anger- Resolving conflict- Giving and taking information.

Unit IV

(6 hours)

Etiquettes for Public Speaking- Extempore- Lectures- Interviews- Group discussion- Telephone conversation- Business meetings.

Unit V

(6 hours)

Etiquettes for Business Presentation: Team Presentation & Individual presentation.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concepts of business presentation

CO 2: Overcome nervousness for presentation

CO 3: Assess their own speaking and presentation skills

CO 4: Distinguish presentation weak spots and areas for improvement

CO 5: Become a Confident and effective speaker /presenter

Text Book:

1. Sanjay Kumar & Pushp Lata. *Communication Skills*. Oxford University Press, 2015.

Reference Books:

1. Robert Brian Dilts. *Effective Presentation Skills*. Dilts Strategy Group, 2017.
2. Treasure, Julian. *How to be Heard: Secrets for Powerful Speaking and Listening*. Mango Publishing Group, USA, 2017.
3. Emden Joan Van & Lucinda Becker. *Presentation Skills for Students* (3rd Edition). Palgrave, UK, 2016.

Journals:

1. Journal of Mass Communication
2. Journal of Advertising
3. International Journal of Strategic Communication

E-Resources:

1. <https://www.pdfdrive.com/improve-your-communication-skills-present-with-confidence-write-with-style-learn-skills-of-persuasion-e156963640.html>
2. <https://www.amazon.in/Essentials-Spoken-Presentation-Skills-Level/dp/818209240X>
3. <https://www.pdfdrive.com/interpersonal-communication-skills-skills-e10709170.html>
4. <https://www.pdfdrive.com/leader-interpersonal-and-influence-skills-the-soft-skills-of-leadership-e177644734.html>
5. <https://www.pdfdrive.com/mastering-personal-and-interpersonal-skills-mastering-personal-and-interpersonal-skills-e30675616.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	3	3	3	39
CO2	9	9	9	9	9	9	3	57
CO3	9	3	9	9	9	9	3	51
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	39	39	45	39	39	27	273

Low-1
Medium-3
High-9

Core III - British Literature [From 19th to 21st Century]

(For Students Admitted from 2022-23)

Semester: II**Subject Code: IBEGC21****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To comprehend the development of trends in British poetry, prose, drama, short story and fiction
2. To view British literature in its socio-cultural and political contexts

Unit I**(12 hours)****Poetry**

- W.B. Yeats - "The Second Coming"
- Ted Hughes - "Hawk Roosting"
- T.S. Eliot - "Preludes"

Unit II**(12 hours)****Prose**

- George Orwell - "Bookshop Memories"
- Robert Lynd - "Forgetting"

Unit III (12 hours)**Drama**

George Bernard Shaw - *Arms and the Man*

Unit IV (12 hours)**Short Story**

Roald Dahl - "The Landlady"

Rudyard Kipling - "Kidnapped"

Unit V (12 hours)**Fiction**

William Golding - *Lord of the Flies*

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Explain the knowledge of growth and development of British Literature

CO 2: Identify the specific features of particular periods

CO 3: Analyze the themes, structure and style adopted by British writers

CO 4: Justify the impact of historical events that shaped literature

CO 5: Develop and compare the works of historical movements in British Literature

Text Books:

1. Johnson, G. Greg Johnson, "Yeats' Pagan Second Coming" 2017.
2. Sen.S. Shaw, Bernard. *Arms and the Man*, Delhi: Unique Publishers, 2019.
3. Dahl, Roald. "The Landlady". Penguin publication, 2012.
4. Presley, Nicola. *Lord of the Flies and The Coral Island*. William Golding Official Site, 30th June 2017.

References Books:

1. Robert Lynd. *Essays on Life and Literature*. J.M. Dent and Sons, London, 1951.
2. Shaw, Bernard. *Arms and The Man*. Mapple Press publisher, 2013.
3. Golding, William. *Lord of the Flies*. London: Edinburgh University Press, 2000.

Journals:

1. International Journal of English Literature and Social Sciences
2. Journal of Victorian Culture
3. International Journal of English and Literature

E- Resources:

1. https://orwell.ru/library/articles/bookshop/english/e_shop
2. https://www.brainkart.com/article/Prose--Forgetting_34360
3. http://vnsgulibrary.org.in/Free_Ebooks/0113%20Arms%20and%20the%20Man.pdf
4. <https://www.npsd.k12.nj.us/cms/lib04/NJ01001216/Centricity/Domain/564/Landlady.pdf>
5. <http://pinkmonkey.com/dl/library1/kplng032.pdf>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	9	9	3	3	9	43
CO2	9	3	9	9	9	9	9	57
CO3	9	9	9	3	9	3	9	51
CO4	9	3	9	9	3	9	9	51
CO5	9	9	9	9	9	9	9	63
Total	45	25	45	39	33	33	45	265

Low-1 Medium-3 High-9

Core IV - Indian Writing in English

(For Students Admitted from 2022-23)

Semester: II

Subject Code: IBEGC22

Hours / Week: 5

Credit: 5

Course Objectives:

1. To create awareness on rich and diverse literary culture
2. To introduce the major literary works of Indian classical dramatist

Unit I

(15 hours)

Poetry

- | | | |
|-----------------------|---|----------------------------------|
| Rabindranath Tagore | - | “Where the Mind Is Without Fear” |
| Sarojini Naidu | - | “The Village Song” |
| CP. Surendran | - | “The Family Court” |
| Arundhati Subramaniam | - | “Home” |

Unit II

(15 hours)

Prose

- | | | |
|-----------------|---|---------------------------|
| Ruskin Bond | - | “The Eyes Have It” |
| Khushwant Singh | - | “A Love Affair in London” |

Unit III

(15 hours)

Drama

- | | | |
|---------------|---|---------|
| Girish Karnad | - | Tughlaq |
|---------------|---|---------|

Unit IV

(15 hours)

Short Story

- | | | |
|----------------|---|---------------------------|
| Kamala Das | - | “A Home Near the Sea” |
| Ismat Chughtai | - | “The Veil” |
| R.K Narayan | - | “The Horse and Two Goats” |

Unit V

(15 hours)

Novel

- | | | |
|---------------|---|-------------------------|
| Arundhati Roy | - | The God of Small Things |
|---------------|---|-------------------------|

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Recognize poetry from a variety of cultures, languages and historic periods

CO 2: Express their ideas clearly and respond appropriately

CO 3: Critically analyse the Indian literary texts

CO 4: Understand distinctive features of novels, fiction and essays

CO 5: Develop a holistic idea of Indian Writing in English and their history

Text Books:

1. Tagore, Rabindranath. *Selected Poems*, Oxford University Press, New Delhi, 2011.
2. Naidu, Sarojini. *The Village Song: The Golden Threshold*, Good Press, 2020.
3. Natarajan. K *Enlightening English Prose*, New Century book house Ltd, Chennai, 2012.
4. Singh Khushwant *A Love Affair in London: The Portrait of a Lady Collected Stories*. Dayal Ravi Publisher, 2014.
5. Singh, Khushwant. *Best Indian Short Stories Volume: Das Kamala A Home near the Sea*. HarperCollins Publishers India, 2011.
6. Chughtai, Ismat. *The Quilt and Other Stories*, Preface by Anita Desai, Translated by Tahira Naqvi & Syeda S Hameed. Sheep Meadow Press, 1994.
7. Karnad, Girish. *Tughlaq* English paperback publishers, 2012.
8. Roy, Arundathi. *The God of Small Things*, special 20th century edition, Penguin publisher, USA, 2017.

References Books:

1. Bond, Ruskin. *The Essential Collection of Young Readers*, Rupa publication, New Delhi, 2014.
2. Narayan R.K. *The Very Best of R.K Narayan Timeless Malgudi Selected Fiction and Non Fiction*, Rupa Publication, India, 2014.

Journals:

1. JSTOR
2. The Journal of Indian Writing in English – World Cat
3. Indian Literature- SAHITYA: Journal

E-Resources:

1. https://www.poemhunter.com/i/ebooks/pdf/arundhathi_subramaniam_2012_6.pdf
2. https://www.poemhunter.com/i/ebooks/pdf/c_p_surendran_2012_6.pdf
3. <https://www.eng-literature.com>
4. <http://www.learner.com>
5. <https://eng4u4ever.blogspotcom>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	3	9	9	57
CO2	9	9	9	9	1	9	9	55
CO3	9	9	9	9	3	9	9	57
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	45	45	45	25	45	45	295

Low-1 Medium-3 High-9

AECC II– History of English Literature

(For Students Admitted from 2022-23)

Semester: II**Subject Code: IBEGA23****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To delineate major writers and their works in chronological order
2. To analyse how England influences the English writers from 19th -21st century

Unit I**(15 hours)**

The Age of Chaucer (1340- 1400) – Chaucer’s life- work in General- The Canterbury Tales- General Characteristics of Chaucer’s Poetry – other poets of Chaucer’s Age- Prose of Chaucer’s Age- Literature of the Early Renaissance in England- The Beginning of Regular Comedy and Tragedy-The Age of Shakespeare (1558- 16225) The Drama- The Elizabethan Romantic Drama- Shakespeare’s Predecessors- Shakespeare’s Life – Works- Characteristics of Shakespeare’s Works- Other Dramatists of Shakespeare’s Age- The Playhouse of Shakespeare’s Time- Bacon and his Essays- Other prose of the Period.

Unit II**(15 hours)**

The Age of Milton (1625- 1660) – Milton’s Life-Milton’s Early poetry- Milton’s Prose Writing- Milton’s Later Poetry – Characteristics of Milton Poetry- The Age of Dryden (1660-1700) Verse- The Age of Dryden – The Forerunners of Dryden-Dryden’s Life-Dryden’s Life- Dryden’s Poetry- The Rise of Modern Prose- Dryden’s Prose Work – Bunyan-The Drama of the Age of Dryden- The Age of Pope (1700-1745) Verse- The Age of Pope- Characteristics of the Classical school of poetry- Pop’s Life- Pop’s Work- Defoe- Swift- Addison and Steel- The Drama.

Unit III**(15 hours)**

The Age of Johnson (17145-178) General Prose – Goldsmith- Historical Significance of the Novel- Richardson- Fielding- Other Novelists of the period- The Revival of Romance- The Continuance of the Augustan Tradition- The Growth of the Love of Nature in Eighteenth Century Poetry- The Development of Naturalism- The Romantic Revival- The Age of Wordsworth (1798-1832) The Older Poets- The Age of Wordsworth- Wordsworth’s Life-The Lyrical Ballads and Wordsworth’s theory of Poetry- Characteristics of Wordsworth Poetry- Coleridge – Scott- The Later Revolutionary Age- Shelley- Keats- General Characteristics- Scott-characteristics of Scott’s Novel .

Unit IV**(15 hours)**

The Age of Tennyson (1832-1887) Verse- The Age of Tennyson- Tennyson- Browning- Other Poets of the period- Macaulay –Arnold- General Characteristics – Dickens- George Eliot-The Age of Hardy-(1887-1928)- Epilogue to the Victorian Age- Thomas Hardy- Poets of the Transition (1892-1913)- The Revival of Poetry- Dramatists of the Transition- George Bernard Shaw – Novelist of the Transition- Twentieth- Century Novelists- Miscellaneous Prose.

Unit V**(15 hours)**

The Present Age (1930-1955) –Old Legacies and New Tendencies – Gerard Manley Hopkins – T.S Eliot and Others- The Changing Novel-Prose Drama- Miscellaneous Prose.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Interpret literary texts

CO 2: Gain knowledge in the development of English drama from 16th century to 21st century

CO 3: Define the development of English fiction from the 17th century to the 21st century

CO 4: Conceptualize various types of drama

CO 5: Get a wide exposure of eminent writers

Text Book:

1. Henry Hudson, William. *An Outline History of English Literature*. Rupa Publications, 2015.

Reference Books:

1. Long J. William, *English Literature its History and its Significance for the life of the English Speaking World*. AITBS Publishers, 2015.
2. Albert, Edward. *History of English Literature*, (Rev. Ed.). Oxford university press, New York, 2017.

Journals:

1. Literature & History- SAGE Journals.
2. Journal of English literature /History, Authors, Books, Periods, Facts/ Britannica.
3. International Journal of English Literature and Social Sciences.

E-Resources:

1. <http://www.luminarium.org/medlit/chaucerbio.htm>
2. <https://web.archive.org/web/20150909142016/https://archive.org/details/williamshakespe017475mbp>
3. <http://www.luminarium.org/eightlit/dryden/drydenadd.htm>
4. https://en.wikipedia.org/wiki/Samuel_Johnson
5. https://en.wikipedia.org/wiki/William_Wordsworth

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	9	9	9	9	63
CO3	9	9	9	9	3	9	9	57
CO4	9	9	9	9	3	9	9	57
CO5	9	9	9	9	3	9	9	57
Total	45	45	45	45	27	45	45	297

Low-1

Medium-3

High-9

SEC II– Professional Communication

(For Students Admitted from 2022-23)

Semester: II**Subject Code: IBEGS24****Hours / Week: 2****Credit: 2****Course Objectives:**

1. To provide an overview of prerequisites to business communication
2. To impart the correct practices of the strategies of effective business writing

Unit I**(6 hours)****Fundamentals of Communication**

Introduction- Types of Communication – Characteristics of Communication- Types of formal Communication - Merits of formal communication – Limitation of formal communication- Barriers to communication.

Unit II**(6 hours)****Required Skills**

Listening Skill – Reading Skill - Negotiation Skills - Technical Vocabulary – Body language.

Unit III**(6 hours)****Presentation Skills and Strategies**

Preparing for Oral presentation – Forms of oral presentation – Using visual Aids of Oral presentation- Advantages and Disadvantages of communication.

Unit IV**(6 hours)****Job Interviews**

Interview definition and Purpose –Empowerment or Job Interviews – Preparation for a successful Job Interview – Responsibilities of an interviewer – Interview Questions and their Responses.

Unit V**(6 hours)****Applying for a Job**

Drafting an application letters - Job Application Letters – Types of Application letters – Essentials of a good Covering Letter – Sample Letters- Writing Resume – Format and Style – Types of resume layouts – E- Mail writing – Minutes- Agenda -Essential features of a good resume – Activities.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand the concepts of professional communication
- CO 2:** Improve the academic writing skills
- CO 3:** Organise the ideas for professional interactions
- CO 4:** Examine the elimination of conflicts and confusions
- CO 5:** Contribute to greater productivity and promotes team Building

Text Books:

1. Parikh J P & Anshu Surve & Sawrnabharati & Asma Bahrainwala. *Business Communication: Basic Concepts and Skills*. Orient Blackswan Private Limited, Hyderabad, 2011.

2. Raman Meenakshi & Sharma Sangeeta. *Professional Communication* (3rd Edition). Oxford University Press, Newyork, 2018.
3. Koneru, Aruna. *Professional Communication*. Tata McGraw Hill, New Delhi, 2017.
4. Rao, Lakshmi G.S. *Communication English*. Scitech Publications Chennai, 2010.

Reference Books:

1. Soundararaj Francis. Rev, *Effective Business Communication*. Chennai: Madras Christian College, 2005.
2. Prem. P., Bhalla. *Business English*. V&S publishers, India, 2016.
3. Stanton, Nicky. *Mastering Communication*, (5th Edition). Palgrave Macmillan, London, 2009.

Journals:

1. Journal of Professional Communication
2. European Journal of Communication
3. Journal of ABC Business and Professional Communication Quarterly

E-Resources:

1. https://www.researchgate.net/publication/301351158_Advanced_Skills_for_Communication_in_English_Book_I
2. [https://www.subhartidde.com/slms/English%20Communication%20\(AEC-01\).pdf](https://www.subhartidde.com/slms/English%20Communication%20(AEC-01).pdf)
3. <https://learnenglish.britishcouncil.org/nosiness-english>
4. <https://www.ut.edu/graduate-degrees/ma-in-professional-communication/what-is-professional-communication->
5. <https://serc.carleton.edu/integrate/students/communication.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	9	1	9	43
CO2	3	1	3	3	3	1	9	23
CO3	3	3	1	9	3	9	9	37
CO4	9	9	1	3	9	3	9	43
CO5	9	9	9	9	9	9	9	63
Total	33	31	17	27	33	23	45	209

Low-1 Medium-3 High-9

Extra Credit – Video Editing (Practical)

(For Students Admitted from 2022-23)

Semester: II

Subject Code: IBEGX2P

Credit: 2

Course Objectives:

1. To introduce the use of video editing skills and its techniques to meet out the industrial needs
2. To create avenues for a career in the field of video editing

Unit I

Principles of Video Editing – Genres of Video Editing- Techniques of Video Editing.

Unit II

Practices of editing for both pictures and sound.

Unit III

Background music editing – Title editing and styles.

Unit IV

Screen play editing – Script editing.

Unit V

Production and post-production – Practical sessions.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concept of video editing

CO 2: Apply video editing tools to modify the video

CO 3: Explore the newness in video editing for professional development

CO 4: Evaluate digital video projects, identify items for improvement, and implement changes

CO 5: Create digital video projects

Text Book:

1. Clarke, Simon. *Video Editor's Notebook: Video Editor journal / workbook for screen ideas and creating a successful screenplay*. Create Space Independent Publishing Platform: US, 2018.

Reference Book:

1. Dancyger, Ken. *The Technique of Film and video Editing: History, Theory and Practice*. (6th Edition). Routledge, Newyork, 2018.

Editing Softwares:

1. Wondershare Uniconverter
2. Kine Master
3. Movavi
4. You Cut

Each student should submit Video in CD format.

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	9	3	9	39
CO2	9	3	3	3	9	3	3	33
CO3	9	3	9	3	9	3	9	45
CO4	9	9	9	3	9	3	9	51
CO5	9	9	9	3	9	3	9	51
Total	45	27	33	15	45	15	39	219

Low-1

Medium-3

High-9

Core V - American Literature

(For Students Admitted from 2022-23)

Semester: III**Subject Code: IBEGC31****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To gain the knowledge of the historical, cultural and social issues that influenced American Literature
2. To understand the literary sensibility of American writers by learning various genres

Unit I**(12 hours)****Poetry**

Emily Dickinson	-	“I heard a fly buzz – when I died”
	-	“The Soul selects her own Society”
Robert Frost	-	“West- Running Brook”
Robert Lowell	-	“Walking in the Blue”

Unit II**(12 hours)****Prose**

Henry David Thoreau	-	“Civil Disobedience”
Henry James	-	“Art of Fiction”

Unit III**(12 hours)****Drama**

Tennessee Williams	-	<i>The Glass Menagerie</i>
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Unit IV**(12 hours)****Short Story**

Edgar Allan Poe	-	“Silence – A Fable”
William Makepeace Thackeray	-	“The Princess’s Tragedy”

Unit V**(12 hours)****Fiction**

Ernest Hemingway	-	<i>The Old man and the Sea</i>
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Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Explain the literary works of different literary periods
CO 2: Compare the poems of the American writers
CO 3: Analyze the perceptions and experiences of American authors
CO 4: Identify fundamental principles of American culture
CO 5: Examine the impact of multicultural communities in literatures

Text Books:

1. Hemingway, Ernest. *The Old Man and the Sea*. Arrow Books, New York, 2004.
2. Williams, Tennessee. *The Glass Menagerie*. Penguin, Italy, 2009.
3. Allan Poe, Edgar, Makepeace Thackeray, William & Hugh Munro Hector. *Short stories Masterpieces*, Jaipur: Shree Niwas Publications, 2016.

Reference Books:

1. Fisher and Samuel Son. *An Anthology: American Literature of the 19th Century*. Eurasia publishing Louse, New Delhi, 1970.
2. Kennedy X. J. "An Introduction to Poetry". USA: Harper Collins, 1990.

Journals:

1. Journal of American Literature and Humanities
2. Journal of American Literature
3. Journal of English and American Literature – NYC Libraries Research Guides

E-Resources:

1. <https://www.gutenberg.org>.
2. <https://khdzmalit.weekly.com>
3. https://www.internal.org/robert_frost/west_running_brook
4. <https://public.wsu.edu/~campbelld/amlit/artfiction.html>
5. <https://xroads.virginia.edu/~Hyper2/thoreau/civil.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	3	9	9	51
CO2	9	9	3	3	9	9	9	51
CO3	3	9	9	3	3	9	9	45
CO4	3	3	9	3	3	3	9	33
CO5	9	9	9	3	9	3	1	43
Total	33	39	33	21	27	33	37	223

Low-1

Medium-3

High-9

Core VI - Phonetics and Transcription

(For Students Admitted from 2022-23)

Semester: III**Subject Code: IBEGC32****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To enhance the knowledge of English speech sounds and symbols
2. To know the techniques of phonemic transcription and IPA symbols in English

Unit I**(12 hours)**

Introduction to Phonetics and Phonology - Air-stream mechanism - Organs of speeches.

Unit II**(12 hours)**

Classification and Description of the sounds: Vowels and Diphthongs - Allophonic variations of Vowels and Diphthongs.

Unit III**(12 hours)**

Classification and Description of Consonant sounds - Allophonic variations of Consonants.

Unit IV (12 hours)

The Syllable - Stress – Intonation.

Unit V (12 hours)

Practice on Phonetic Transcription (10 dialogues from prescribed textbook).

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the English phonemes with the articulation**CO 2:** Identify various sound productions and their pronunciation in English**CO 3:** Compare and contrast the variations of speech sounds in English**CO 4:** Agree the appropriate pronunciation of each English word through the transcribed phonemes**CO 5:** Improve the knowledge of transcribing the English words using IPA symbols**Text Books:**

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers India, New Delhi, 2012.
2. Skandera, Paul and Peter Burleigh. *A Manual of English Phonetics and Phonology*. Gunter Narr: Germany, 2016.

Reference Books:

1. Davenport, Mike and Hannahs, S.J. *Introducing Phonetics and Phonology*. New York: Routledge, 2010.
2. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge University Press, Cambridge, 2010.

Journals:

1. Journal of International Phonetic Association
2. Journal of Phonetics
3. Journal of Phonetica

E-Resources:

1. <https://alic.sites.unlv.edu/the-organs-of-speech/>
2. <https://linguisticsstudyguide.com/the-airstream-in-english/>
3. <https://www.thoughtco.com/intonation-and-stress-in-english-1212070>
4. <https://www.myenglishteacher.eu/blog/phonetics-consonants-vowels-diphthongs-ipa-chart/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	9	9	9	45
CO2	9	9	3	3	3	9	9	45
CO3	3	3	3	3	3	3	3	21
CO4	3	9	1	1	3	9	9	35
CO5	3	3	1	1	3	3	3	17
Total	27	27	11	11	21	33	33	163

Low-1

Medium-3

High-9

AECC I– Literary Genres and Terms

(For Students Admitted from 2022-23)

Semester: III**Subject Code: IBEGA33****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To introduce various literary terms and genres
2. To develop the understanding of the genres and assess their significance

Unit I**(12 hours)**

Introduction to literary terms – Alliteration- Allegory- Allusion- Character- Characterization- Conflict- Hyperbole –Imagery- Irony –Metaphor- Onomatopoeia –Oxymoron- Personification- Rhyme scheme- Satire –Simile.

Unit II**(12 hours)**

Origin of Poetry - The Lyric, Ode, Sonnet, Elegy-Ballad- Epic.

Unit III**(12 hours)**

Origin and Development of Drama – Dramatic Types-Tragedy, Comedy, Tragicomedy, Farce, and Melodrama.

Unit IV**(12 hours)**

Dramatic Types – The Masque and One Act Play - Dramatic Devices – Dramatic Irony- Soliloquy and Aside- Expectations and Surprise-Chorus.

Unit V**(12 hours)**

Origin and Development of Novel and its kinds, Biography, Autobiography, Essay and Short Story.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Recognize various literary genres and terms and its kinds

CO 2: Distinguish the variety of cultures, languages, and history through genres

CO 3: Predict the various types of literary art

CO 4: Assess different literary genres with interpretative and analytical skills

CO 5: Integrate and appreciate pieces of literature of various genres

Text Book:

1. Prasad. B. *A Background to the Study of English Literature* (Rev. Ed.). Macmillan Publishers, Chennai, 2016.

Reference Books:

1. Rainsford Dominic. *Studying Literature in English: An Introduction* (1st Edition). Routledge, United Kingdom, 2014.
2. Abrams M H & Geoffrey Galt Harpham. *A Glossary of Literary Terms* (11th Edition). Cengage Learning India Private Limited, Delhi, 2017.

Journals:

1. Journal of New Literary History
2. International Journal of English Studies
3. International Journal of Education and the Arts

E-Resources:

1. https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf
2. <https://study.com/learn/lesson/literature-forms-types-genres.html>
3. <https://www.pdfdrive.com/an-introduction-to-literature-fiction-poetry-and-drama-e184525972.html>
4. <https://study.com/learn/lesson/what-are-poetic-devices-list-of-types-examples-of-literary-devices-in-poetry.html>
5. <https://study.com/academy/lesson/history-of-drama-dramatic-movements-and-time-periods.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	3	9	33
CO2	9	3	3	9	3	3	9	39
CO3	9	3	3	3	3	9	9	39
CO4	9	3	1	9	9	3	9	43
CO5	9	9	9	9	9	9	9	63
Total	45	21	19	33	27	27	45	217

Low-1

Medium-3

High-9

SEC III – Business Communication

(For Students Admitted from 2022-23)

Semester: III**Subject Code: IBEGS34****Hours / Week: 2****Credit: 2****Course Objectives:**

1. To provide an overview of pre requisites to Business Communication
2. To accentuate the nuances of Business communication for a successful professional

Unit I**(6 hours)**

Business in People – Communicating Effectively – Communication Skills – Body language – Developing self Confidence – Etiquette and Manners – Communicating through Silence.

Unit II**(6 hours)**

The English Language – English as a Second Language – Speaking Skills – An effective Vocabulary – Speaking on the Telephone – Speaking on the Mobile phones- The magic of words – A difficult word to use – Speaking about Yourself.

Unit III**(6 hours)**

Mind what you speak – At an Interview – A telephone Interview – A Luncheon Interview – Learning Negotiating Skills – Handling conflict at the workplace.

Unit IV**(6 hours)**

Speaking to sell – Speaking at Meeting – Speaking in Public – Self Development as a Speaker - Conveying an effective message – Delivering an effective speech – Reading a speech – Mistakes to avoid when speaking.

Unit V**(6 hours)**

Why is written English important – Written Business English – Clarity in Writing – Writing Concisely – Courtesy in Writing - Writing Convincingly – Writing a complete message – ABC of Writing – Using punctuation marks – Effective writing tools – Developing a personal writing style – Polishing a written Document – Writing a letter.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the theoretical and practical aspects of business communication

CO 2: Apply the business skills (presentations, negotiating, telephoning, teleconferences, etc.)

CO 3: Analyse each skills needed for approaching different types of interview skills

CO 4: Formulate the Group discussions, generate creative thinking among the participants, and offer solution to specific problems

CO 5: Develop and express ideas, opinions, and information in appropriate forms

Text Book:

1. Prem.P. Bhalla. *Business English*. India: V&S publishers, New Delhi, 2016.

Reference Books:

1. Soundararaj Francis, Rev. *Speaking and Writing for Effective Business Communication*. Lakshmi Publishers, Chennai, 2005.
2. Monippally M, Mathukutty and Badrinarayan Shankar Pawar. *Academic Writing*. Sage Publications, Singapore, 2011.

Journals:

1. Journal of communication
2. IJBC International Journal of Business Communication
3. SAGE Journal of Business and Technical Communication

E-Resources:

1. <https://de.du.lv/angluvaloda/PiluckaBiznesa.pdf>
2. <https://is.muni.cz/th/xz9lv/textbook.pdf>
3. http://dlderakhtejavidan.ir/dl/Books/English%20for%20work_%20Everyday%20Business%20English.pdf
4. <https://preply.com/en/blog/business-english-activities-for-students/>
5. <https://learnenglish.britishcouncil.org/nosiness-english>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	9	1	9	43
CO2	3	1	3	3	3	1	9	23
CO3	3	3	1	9	3	9	9	37
CO4	9	9	1	3	9	3	9	43
CO5	9	9	9	9	9	9	9	63
Total	33	31	17	27	33	23	45	209

Low-1 Medium-3 High-9

Extra Credit - Film Appreciation (Practical)

(For Students Admitted from 2022-23)

Semester: III

Credit: 2

Subject Code: IBEGX3P

Course Objectives:

1. To understand the way the content, form, and contexts work together to create meaning in film
2. To critically explore how film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective

Unit I

Film appreciation: Analyzing the film from the point of view of story & Screen play, from the Direction point of view, from the cinematography point of view, from the Editing point of view, from the aesthetics point of view, from the acting point of view, literary analysis, dramatic structure, significance of title.

Unit II

Thematic Elements: Theme and focus, Focus on Plot, Focus on Emotional Effect or Mood, Focus on Character, Focus on Style or Texture or Structure, Focus on Ideas, identifying the theme, evaluating the theme, Analyzing Theme, Watching for Theme, Themes and Symbolism, Metaphor and Allegory, Irony.

Unit III

Film Genres: Basic genre conventions and their variations, Westerns and Gangster Films, Mysteries and Film Noir, Horror, Fantasy and Science Fiction, Romantic Comedy, Musicals and Documentaries

Unit IV

Evaluating Films: Value of viewing film, value of film analysis, challenges of film analysis, Film viewing environment, Film Vocabulary, Film psychology, Elements of a Film, film viewing platforms from theatres to Netflix to smart phones, Home Video Revolution, The Current Film Landscape.

Unit V

Watch movies of Satyajit Ray's "Pathar Panchali" or Stanley Kubrick's "2001-A Space Odyssey" to write an appreciation based on the theoretical inputs.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Understand the different film techniques
CO 2: Identify the thematic elements of films and its genres
CO 3: Analyze the different film genres
CO 4: Justify the film appreciation based on theoretical aspects
CO 5: Create a film review and appraise the film

Text Books:

- Piper, Jim. *Film Appreciation Book: The Film course You Always Wanted to Take*. All Worth Press, 2018.
- Petrie, Dennis & Boggs, Joseph. *The Art of Watching Films*, Mc Graw Hill Publication, 2011.

Reference Books:

- Sanders, John. *The film genre book*, Auteur, 2009.
- Eubank, Leo & Marshall Cohen. *Film Theory and Criticism: Introductory Readings*, Oxford University Press, New York, 2004.
- Mroz, Matilda. *Temporality and Film Analysis*, Edinburgh University Press, New York, 2012.
- Ian, Garwood. *The Sense of Film Narration*, Edinburgh University Press, 2013.

Journals:

- Journal of British Cinema and Television
- Journal of Short Film Studies
- Journal of The Film and Television Institute of India

E-Resources:

- <https://oorvazifilmeducation.wordpress.com/2010/05/18/what-is-film-appreciation/>
- <https://www.ipr.edu/blogs/digital-video-and-media-production/why-do-we-appreciate-film/>
- <https://www.cs.ubc.ca/~udls/slides/udls-sampoorna-biswas-film-appreciation-1.pdf>
- <https://betterhumans.pub/a-practical-guide-to-appreciating-films-and-enjoying-them-even-more-34e55ab64a61>
- <https://www.differenttruths.com/arts/cinema/film-appreciation-understanding-cinema-beyond-an-ordinary-audience/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1	9	3	1	1	1	1	9	25
CO 2	9	9	9	9	3	3	3	45
CO 3	9	9	3	9	9	3	9	51
CO 4	9	9	9	3	9	3	9	51
CO 5	9	9	3	9	1	3	3	37
Total	45	39	25	31	23	13	33	209
	Low- 1		Medium-3			High- 9		

Core VII – Shakespeare
(For Students Admitted from 2022-23)

Semester: IV
Subject Code: IBEGC41

Hours / Week: 5
Credit: 4

Course Objectives:

1. To understand dramatic and theatrical conventions of Shakespeare
2. To analyse plot, characters, themes and stagecraft of Shakespearean plays

Unit I (15 hours)

Sonnets

Sonnets 21, 29, 30, 73

Unit II (15 hours)

Problem Play

All's Well That's End Well

Unit III (15 hours)

Tragedy

Othello

Unit IV (15 hours)

Historical Play

Antony Cleopatra

Unit V (15 hours)

Comedy

The Tempest

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Demonstrate the various textures of Shakespearean works

CO 2: Classify the plots, characters, themes and structures of given text

CO 3: Examine the features of Shakespearean works

CO 4: Interpret Shakespeare's plays and sonnets

CO 5: Elaborate and compare Shakespeare's theme and character with the society today, with special reference to his plays and sonnets

Text Books:

1. Bhatia, Praveen. *Antony and Cleopatra (William Shakespeare)*. UBSPD, New Delhi, 2012.
2. Tillyard, E. M. W. *Shakespeare's Last Plays*. Bloomsbury Academic, London, 2013.
3. Shakespeare, William. Honigmann, E.A.J. Ayanna. Thompson. *Othello*. London, UK : Bloomsbury Arden Shakespeare, 2016.
4. Shakespeare, William. Leggat, Alexander. Fraser, Russell. *All's Well That's End Well*. Cambridge Publisher, 2017.
5. Shakespeare, William. Duncan-Jones, Katherine. *Shakespeare's Sonnets*. Bloomsbury Arden 2010.

Reference Books:

1. Ackroyd, Peter. *Shakespeare: The Biography*. Vintage, London, 2006.
2. Shakespeare, William. *Sonnets* (Reprint Edition). London: Vintage Classics, 2009.
3. Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Project Gutenberg, 2005.
4. Berger, Harry. "Miraculous Harp; A Reading of Shakespeare's *Tempest*". *Shakespeare Studies*, 5:255-6, 257, 1969.

Journals:

1. Journal of Shakespeare Quarterly
2. Shakespeare Studies Journal
3. William Shakespeare: Online Journals

E-Resources:

1. https://shakespeare.folger.edu/downloads/pdf/shakespeares-sonnets_PDF_FolgerShakespeare.pdf
2. <http://shakespeare.mit.edu/othello/full.html>
3. <http://shakespeare.mit.edu/tempest/full.html>
4. <http://shakespeare.mit.edu/cleopatra/full.html>
5. <http://shakespeare.mit.edu/allswell/full.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	9	3	3	9	9	43
CO2	9	9	9	9	3	3	9	51
CO3	9	3	9	9	1	3	9	43
CO4	9	3	9	9	3	9	9	51
CO5	9	3	9	9	3	9	9	51
Total	45	19	45	39	13	33	45	239

Low-1

Medium-3

High-9

Core VIII – Introduction to English Language Teaching

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: IBEGC42****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To acquire the current trends in English language Teaching
2. To understand the role of English in India

Unit I

The Place of English in Indian Education.

(12 hours)**Unit II**

Foreign Language Learning-Instructional Material and Text Book.

(12 hours)**Unit III**

Methods and Approaches.

(12 hours)

Unit IV (12 hours)
Oral Work-Reading-Writing and Composition.

Unit V (12 hours)
Teaching of Prose, Poetry and Grammar-Skills and Competencies of English Teacher.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concept of English Language Teaching

CO 2: Apply the innovative methods in language teaching

CO 3: Analyze various approaches and methods of English Language Teaching

CO 4: Assess the language skills required for English Language Teaching

CO 5: Adapt the methods and approaches in Teaching of English

Text Book:

1. Patel M F and Praveen M Jain. *English Language Teaching: Methods, Tools & Techniques*. Sunrise Publishers and Distributors, Jaipur, 2008.

Reference Books:

1. Richards, Jack C. Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, United Kingdom, 1999.
2. Saraswathi, V. *English Language Teaching, Principles and Practice*. Orient Longman, Chennai, 2004.
3. Tickoo M.L. *Teaching and Learning English*, Orient Longman, New Delhi, 2003.
4. Geetha Nagaraj. *English Language Teaching: Approaches, Methods, Techniques*, Orient Blackswan, Hyderabad, 1996.

Journals:

1. ELT Journal
2. Journal of English Language Teaching and Applied Linguistics
3. The Asian EFL Journal

E-Resources:

1. <https://madhavuniversity.edu.in/Place-of-English-in-India.html>
2. https://www.researchgate.net/publication/39729459_Textbook_materials_and_foreign_language_teaching_Perspectives_from_the_classroom
3. <http://www.huntesl.com/a-brief-look-at-the-different-esl-teaching-approaches-and-methods/>
4. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_ENGLISH.pdf
5. <https://www.youtube.com/watch?v=5-NCixiRkQo>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	3	3	3	3	1	31
CO3	9	3	1	3	9	9	3	37
CO4	9	3	3	3	3	3	3	27
CO5	9	3	3	3	3	9	3	33
Total	45	27	19	21	27	33	19	191
	Low-1		Medium-3			High-9		

AECC II – Film and Literature

(For Students Admitted from 2022-23)

Semester: IV
Subject Code: IBEGA43**Hours / Week: 5**
Credit: 4**Course Objectives:**

1. To become familiar with the difference between film and literary text
2. To understand the elementary concepts of film and literature

Unit I**(15 hours)****Film Theory****A Theory of Adaptation:** Introduction- Familiarity and contempt- Treating Adaptation as process-Double Vision- modes of Engagement- Framing Adaptation.**Concept of Film Form:** Genre- Sub-genre (Narrative film, Avant- garde film, Film noir, Documentary), Themes tropes-cue-suspense-themes-functions-motif- parallelism- development-unity/disunity.**Film Narrative:** Title-story-plot-narration (Restricted and omniscient)-duration-motivation-motif-parallelism-character traits- cause and effects-exposition-climax-point of view.**Unit II****(15 hours)****(Adaptation of British Literature in Film)**David Lean's *The Great Expectation* (1946)Harry Hook's *The Lord of the Flies* (1990)**Unit III****(15 hours)****(Adaptation of Indian English Literature in Film)**T.S. Nagabharana's *Nagamandala* (1997)Vetrimaran's *Asuran* (2019)**Unit IV****(15 hours)****(Adaptation of Fantasy/ Science Fiction)**Steven Spielberg's *War of the Worlds* (2005)**Unit V****(15 hours)****Components of a Film Review:** Plot, Genre, Role of actors, Background Information, condensed synopsis, argument/analysis, evaluation, recommendation, and opinion.

Activity: Film Review

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Explain the theory of adaptation and Film Narrative**CO 2:** Identify dynamic adaptations in the areas of form, genre and theme**CO 3:** Compare and Contrast literary works and its film adaptation**CO 4:** Critically analyze the transition from the written to the visual medium**CO 5:** Appraise Literature and Film

Text Book:

1. Hutcheon, Linda. *A Theory of Adaptation*, (1st Ed.). Routledge, New York, 2006.

Reference Books:

1. Golding, William. *The Lord of the Flies*, Faber & Faber, Boston, 1954.
2. Wells H.G *War of the World*, William Heinemann (UK) Harper & Bros (US).1898.
3. Raman, Kalyan *Heat Juggernaut* Publication, 2019. (Translated from Tamil Literature).

Journals:

1. Journal of Popular Film and Television
2. Journal of Asian Studies
3. Literature/Film Quarterly

E-Resources:

1. http://kkoworld.com/kitablar/uilyam_golding_milchekler_krali-eng.pdf
2. <https://libguides.reading.ac.uk/english-literature/e-resources>
3. <https://www.netflix.com/in/title/70021644?source=35&preventIntent=true> -War of the Worlds

Movie Links:

1. <https://www.youtube.com/watch?v=dL46WTubajM> - The Great Expectation
2. <https://www.youtube.com/watch?v=UjApB6liQKE> - The Lord of the Flies
3. https://www.primevideo.com/detail/0HKDU9UHCT9KMIBITSXWL87Z20/ref=atv_dp_share_cu_r -Asuran
4. <https://www.mxplayer.in/movie/watch-nagamandala-movie-online-c05763d1d66e94398dfc96b6c1c3ef11> -Nagamandala

Course Outcomes	Programme Outcomes							Total
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
CO 1	9	3	1	1	1	1	9	25
CO 2	9	9	9	9	3	3	3	45
CO 3	9	9	9	9	9	3	9	57
CO 4	9	9	9	3	9	3	9	51
CO 5	9	9	3	9	1	3	3	37
Total	45	39	31	31	23	13	33	215

Low-1

Medium-3

High-9

SEC IV-English for Career Development

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: IBEGS44****Hours / Week: 2****Credit: 2****Course Objectives:**

1. To equip the learners in oral and written communication and to enhance their professional use of language
2. To train the learners in making effective presentation for various communication media

Unit I (6 hours)
Basic concepts in effective business writing and Knowledge Management.

Unit II (6 hours)
Job Application
Understanding the job advertisement, Cover letter, Online job portals.

Unit III (6 hours)
Resume Writing
Format and structure, Video resume, Online CV writing.

Unit IV (6 hours)
Writing for website
Writing for websites and on-line forums, Writing and creating blogs.

Unit V (6 hours)
Online Professional communication
Customer Care, Video conferencing, Conference calls.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the nature and scope of the communication media

CO 2: Apply the skills of advertising in online platforms

CO 3: Discover the creative and career skills in real life situations

CO 4: Decide the professional skills required for websites

CO 5: Design and write for webs, blogs and advertisements

Text Books:

1. Guffey, Mary Ellen, Dana Loewy, and Richard Almonte. *Essentials of Business Communication*, (9th Edition). Nelson Education Limited, 2018.
2. Maxwell, Charles. *7 Steps to Better Writing: How to write better reports, proposals, emails, blogs and web content*. Towering Skills LLC: Arizona. 2020.
3. Williams, Dr Andy. *How to Write Great Website Content in 2021: Use the Power of LSI and Themes to Boost Website Traffic with Visitor-Grabbing, Google-Loving Web Content*. Webmaster Series, 2021.

Reference Books:

1. Felder, Lynda. *Writing for the Web Creating Compelling Web Content Using Words, Pictures and Sound*, New Riders: Berkeley. 2012.
2. Hewings, Martin and Craig Thaine. *Cambridge Academic English: An Integrated Skills Course for EAP*. Cambridge University Press, 2014.

Journals:

1. IUP Journal of Soft Skill
2. Turkish Online Journal of Distance Education
3. Eurasian Journal of Applied Linguistics
4. JSTOR

E-Resources:

1. <http://www.unice.fr/crookall-cours/jobs/docs/cv%20-%20Resume%20Writing%20Guide%20-%205205666.pdf>
2. <http://owl.english.purdue.edu/owl/resource/641/01/>
3. https://www.kdp.org/resources/pdf/careercenter/Compiling_a_Curriculum_Vitae.pdf
4. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429507014-22/writing-websites-claire-lutkewitte>
5. <https://www.sciencedirect.com/science/article/abs/pii/S0360131507000619>

Course Outcomes	Programme Outcomes							Total
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
CO1	9	9	3	1	9	1	9	41
CO2	9	9	3	3	9	3	9	45
CO3	9	9	3	3	3	1	9	37
CO4	9	9	3	9	9	1	9	49
CO5	9	9	9	9	9	3	9	57
Total	45	45	21	25	39	9	45	229

Low-1

Medium-3

High-9

Extra Credit-Script Writing (Practical)

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: IBEGX4P****Credit: 2****Course Objectives:**

1. To explore the basic theory and formal aspects of screen writing
2. To apply the basic principles of screen writing for the development of their own original material

Unit I

Introduction to script writing-The art and craft of script writing-techniques.

Unit II

The Process of script writing-story telling-developing a script.

Unit III

Writing script for radio and screen-theme and outline of a script-reviewing a script.

Unit IV

Professional approach to write a script-developing and exploring characters.

Unit V

Preparation of a script-proof reading-editing.

Activity

A script on a screen play/short film/drama should be submitted in 25-30 pages.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the professional technique of script writing

CO 2: Develop the creativity in the process of script writing

CO 3: Identify the professional skills and expertise required for a screen or radio script

CO 4: Decide script writing as a career by producing original stories, characters and dialogues

CO 5: Design script for drama, short film or screen play

Text Books:

1. Seger, Linda. *Making a Good Script Great*, (3rd edition). Silman-James Press, 2010.
2. Field, Syd. *Screenplay: The Foundations of Screenwriting*. Bantam Dell: New York. 2005.
3. Howard, David, Mabley, Edwards. *The Tools of Screen Writing: A Writer's Guide to the Craft and Elements of a Screenplay*. St. Martin's Griffin: New York. 1993.

Reference Books:

1. Snyder, Blake. *Save The Cat: The Last Book on Screenwriting You'll Ever Need*. Michael Wiese Productions: United Kingdom. 2005.
2. Calhoun, Geoffrey D. *The Guide for Every Screenwriter: From Synopsis to Subplots: The Secrets of Screenwriting Revealed*. We Fix Your Script. 2019.

Journals:

1. Journal of Screen Writing
2. Script Magazine
3. ISA Articles-International Screen Writers' Association Articles
4. The Conversation

E-Resources:

1. <https://thescriptlab.com/property/wandavision/>
2. <https://www.wga.org/writers-room/101-best-lists/101-greatest-screenplays>
3. <https://www.movieoutline.com/screenwriting-resources.html>
4. <https://www.scribendi.com/academy/articles/screenplays.en.html>
5. <https://www.storymastery.com/story/screenplay-structure-five-key-turning-points-successful-scripts/>

Course Outcomes	Programme Outcomes							Total
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
CO1	9	3	3	1	3	1	9	29
CO2	9	3	9	1	3	1	9	35
CO3	9	9	3	1	3	1	9	35
CO4	9	3	9	1	3	1	9	35
CO5	9	9	9	3	9	1	9	49
Total	45	27	33	7	21	5	45	183

Low-1

Medium-3

High-9

Core IX – Postcolonial Literature in English

(For Students Admitted from 2022-23)

Semester: V**Subject Code: IBEGC51****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To understand the issues related to identity, nationhood and cultural heritage
2. To give an exposure to the literature of postcolonial writers

Unit I**(12 hours)****Poetry**

Derek Walcott	-	“A Far Cry From Africa”
Gabriela Mistral	-	“The Foreigner”
Pablo Neruda	-	“The White Mans Burden”
Gabriel Okara	-	“The Mystic Drum”
Wilfred Campbell	-	“The Winter Lakes”

Unit II**(12 hours)****Prose**

Arunthathi Roy	-	“The End of Imagination”
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Unit III**(12 hours)****Drama**

Wole Soyinka	-	<i>Kongi’s Harvest</i>
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Unit IV**(12 hours)****Short Story**

Grace Ogot	-	“The Green Leaves”
Salman Rushdie	-	“In the south”

Unit V**(12 hours)****Novel**

Bapsi Sidhwa	-	<i>Ice - Candy Man</i>
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Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Trace the basic concepts and literary works in Postcolonial Literature**CO 2:** Critically analyze the texts in Postcolonial Literature**CO 3:** Compare and contrast the ideas of historical and social contexts**CO 4:** Assess the psychological impact in texts of Postcolonial Literature**CO 5:** Develop the interpretative skills through close reading**Text Books:**

1. Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: Arnold, 1996.
2. Soyinka, Wole. *Kongi’s Harvest*. Oxford University Press, London, 1967.
3. Sidhwa, Bapsi. *Ice-Candy Man*. New Delhi: Penguin, 2000.
4. Roy, Arunthathi. *The End of Imagination*. Haymarket Books, Chicago, 2016.

Reference Books:

1. Trevor James, *English Literature from the Third World*. Oxford: Longman, 1986.
2. Robert J. C. Young. *A Short Introduction to Postcolonialism*. Oxford: OUP, 2006.
3. Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. New Delhi: OUP, 1988.

Journals:

1. International Journal of Applied Research
2. Romanian Journal of Indian Studies
3. An International Referred Journal of Literary Explorations

E-Resources:

1. <http://www.newyorker.com/magazine/2009/05/18/in-the-south>
2. <https://www.encyclopedia.com/education/news-wires-white-papers-and-books/green-leaves>
3. <https://paulweinfieldtranslations.wordpress.com/2013/08/07/gabriela-mistral-the-foreigner/amp/>
4. <https://allpoetry.com/The-Winter-Lakes>
5. <http://poetry.orchesis-portal.org/index.php/english/1921-1940/79-english/487-the-mystic-drum>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	9	1	3	25
CO2	9	3	9	9	3	3	3	39
CO3	9	9	9	9	9	9	3	57
CO4	9	1	9	3	3	9	9	43
CO5	9	9	3	1	9	3	9	43
Total	45	23	31	23	33	25	27	207

Low-1

Medium-3

High-9

Core X – Literary Criticism

(For Students Admitted from 2022-23)

Semester: V**Subject Code: IBEGC52****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To provide a brief overview of the major tenets, practitioners and ideas stemming from the following critical works
2. To develop the skills for appreciating literature

Unit I

John Dryden

-

*An Essay on Dramatic Poesy***(15 hours)****Unit II**

William Wordsworth

-

*Preface to Lyrical Ballads***(15 hours)****Unit III**

Mathew Arnold

-

*The Functions of Criticism at the Present Time***(15 hours)**

Unit IV (15 hours)
T.S. Eliot - *Tradition and Individual Talent*

Unit V (15 hours)
John Crowe Ransom - *Criticism, Inc.*

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Explain the meanings, concepts, and characteristic features in literary criticism

CO 2: Identify the techniques of early literary criticism

CO 3: Analyze the principles and step in writing a well-organized literary analysis

CO 4: Evaluate and discuss the latest developments in the criticism

CO 5: Adapt the knowledge of contemporary issues and principles of ethics relevant to professional practices in criticism

Text Books:

1. Enright D.J and Chickera, Ernest De. *English Critical Texts*, (4th Ed.). Oxford University Press, London, 2015.
2. Wordsworth, William. *Preface to the Lyrical Ballads*. Create Space Independent Publications, USA, 2016.

Reference Books:

1. Abrams M.H and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*, (11th Edition). Cengage Learning, Delhi, 2015.
2. Barry, Peter. *Beginning Theory An Introduction to Literary and Cultural Theory* (4th Edition). Manchester UP, New York, 2018.
3. Nagarajan M S. *English Literary Criticism and Theory-An Introductory History* (1st Edition). Orient BlackSwan, Hyderabad, 2016.
4. Krishnaswamy N. *Contemporary Literary Theory A Student's Companion*. Laxmi Publications, New Delhi, 2015.

Journals:

1. International Journal of Research and Analytical Review
2. International Journal of Science and Research
3. Journal of Literary Theory

E-Resources:

1. <https://literariness.org/2020/04/30/analysis-of-t-s-eliot-tradition-and-the-individual-talent/>
2. <https://englishsummary.com/essay-dramatic-poesy-dry%den-summary/>
3. <http://sreekumarenglishliterature.blogspot.com/2017/01/criticism-inc-john-crowe-ransom.html?m=>
4. <http://2016hebert242.qwriting.qc.cuny.edu/files/2016/06/Criticism-Inc.pdf>
5. <https://nptel.ac.in/courses/109/106/109106171/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	1	9	3	3	37
CO2	9	3	3	3	3	3	3	27
CO3	9	9	9	3	3	9	9	51
CO4	9	3	3	3	9	3	3	33
CO5	9	3	9	3	9	9	9	51
Total	45	27	27	13	33	27	27	199

Low-1 Medium-3 High-9

Core XI - Research Methodology

(For Students Admitted from 2022-23)

Semester: V

Subject Code: IBEGC53

Hours / Week: 4

Credit: 4

Course Objectives:

1. To introduce the concept and methodology in research writing
2. To make learners know the format of research and mechanics of writing

Unit I

(12 hours)

Identifying the research problem – Objectives – Hypothesis – Plagiarism.

Unit II

(12 hours)

Review of literature – Theoretical framework.

Unit III

(12 hours)

Research methodology – Sampling – Instruments – Data collection.

Unit IV

(12 hours)

Analysis and interpretation of data.

Unit V

(12 hours)

Implications – Recommendations – Conclusion - Documentation – MLA and APA Style sheet.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the key concepts of research writing

CO 2: Identify the various methodologies used in documentation

CO 3: Discover the basic skills required for conducting research

CO 4: Evaluate the authenticity of different research sources

CO 5: Prepare a research project

Text Books:

1. Modern Language Association. *MLA Handbook: Rethinking Documentation for the Digital Age* (8th Edition). USA, 2016.

- American Psychological Association. *Publication Manual of the American Psychological Association* (7th Edition). USA, 2019.

Reference Books:

- Modern Language Association. *MLA Handbook: Rethinking Documentation for the Digital Age* (7th Edition). USA, 2016.
- Lester Sr, James D and Lester Jr, James D. *Writing Research Papers: A Complete Guide*. Fifteenth edition. Pearson: London, 2014.

Journals:

- International Journal of Research and Review
- International Journal of Methodology
- Journal of English for Academic Purposes

E-Resources:

- <https://libguides.ggc.edu/c.php?g=362306&p=2447845#:~:text=MLA%20format%20follows%20the%20author,on%20your%20Works%20Cited%20page.>
- <https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/linguistics-references-in-apa->
- <https://mclib.mendocino.edu/mla-style-sheet>
- <https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	3	3	3	9	39
CO2	3	3	3	3	9	3	9	33
CO3	9	3	9	3	9	3	9	45
CO4	3	3	3	9	9	9	9	45
CO5	9	3	9	3	3	3	9	39
Total	33	15	33	21	33	21	45	201

Low-1

Medium-3

High-9

Core XII - Children's Literature

(For Students Admitted from 2022-23)

Semester: V

Subject Code: IBEGC54

Hours / Week: 4

Credit: 3

Course Objectives:

- To make the students read a broad range of children's literature from Fairy Tales to recent books
- To develop subject intelligence and creativity

Unit I (12 hours)**Poetry**

Woody Guthrie	-	“Ship in the Sky”
Emily Dickinson	-	“A Bird Came Down the Walk”
Robert Frost	-	“Stopping by Woods on a Snowy Evening”
Edward Lear	-	“The Owl and the Pussy-Cat”

Unit II (12 hours)**Prose**

George Orwell	-	“Shooting an Elephant”
Elwyn Brooks White	-	“Once More to the Lake”

Unit III (12 hours)**Drama**

Jack Thorne	-	<i>Harry Potter and The Cursed Child</i>
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Unit IV (12 hours)**Short Story**

R K Narayan	-	“Swami and Friends”
Hans Christian Andersen	-	“The Ugly Duckling”

Unit V (12 hours)**Fiction**

Lewis Carroll	-	<i>Alice in Wonderland</i>
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Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Summarize the development in children’s literature from ancient to modern period

CO 2: Identify the ethics and values conveyed through children’s literature

CO 3: Discover the contributions of the prominent writers in children’s literature

CO 4: Recommend the ways to integrate children’s literature with other genres of literature

CO 5: Design innovative stories for children

Text Books:

1. Carroll, Lewis. *Alice in Wonderland*. India: Prabhat Prakashan, 2015.
2. Hunt, Peter. *Understanding Children’s Literature* (2nd Edition). Routledge, New York, 2005.
3. Thorne, Jack. *Harry Potter and The Cursed Child*, London: Sphere, 2017.
4. Orwell, George. *Shooting an Elephant*, London: Penguin Classics, 2021.

Reference Books:

1. White, E B. *Essays of E.B.White*, New York: Harper Perennial, 2006.
2. Narayan, R.K. *Swami and Friend,shakespeare*. India: Indian Thought Publications, 2008.

Journals:

1. Journal of Project MUSE
2. Journal of Muse India
3. Journal of Springer

E-Resources:

1. <http://dl.novellibrary.com/J.%20K.%20Rowling/Harry%20Potter%20Series/The%20Cursed%20Child/The%20Cursed%20Child.pdf>
2. <https://education.stateuniversity.com/pages/1829/Children-s-Literature.html>
3. <https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-childrens-literature>
4. <https://study.com/academy/lesson/what-is-childrens-literature-history-themes-examples.html>
5. <https://americanliterature.com/author/woody-guthrie/poem/ship-in-the-sky>

Course Outcomes	Programme Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1	9	9	3	9	3	1	3	37
CO 2	9	9	9	3	3	1	3	37
CO 3	9	9	9	3	3	1	3	37
CO 4	9	9	3	9	3	1	9	43
CO 5	9	9	9	9	3	9	9	57
TOTAL	45	45	27	39	13	15	27	211

Low-1

Medium-3

High-9

DSE I- Greek Literature

(For Students Admitted from 2022-23)

Semester: V**Subject Code: IBEGE5A****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To explain the characteristics of Greek literature
2. To inculcate the moral and ethical values of ancient Greek

Unit I**(10 hours)**

Introduction to the popular myths of Greek literature

- 1) The Titans and the Olympians
- 2) Venus and Mars
- 3) Orpheus and Eurydice
- 4) Echo and Narcissus
- 5) Hercules

Unit II**(10 hours)****Poetry**

Introduction to various types of poetry- Epic poetry, Pastoral poetry, Lyric and Reflective poetry and satire

Sappho

- "Ode to Aphrodite"

Unit III		(10 hours)
Poetry		
Homer	-	<i>Iliad</i> - Book I
Unit IV		(10 hours)
Prose		
Plato	-	<i>The Republic</i> - Book X
Unit V		(20 hours)
Drama		
Sophocles	-	<i>Oedipus, the King</i>

Course Outcomes:

After successful completion of this course, student will able to

CO 1: Recall and remember the popular myths of Greek literature

CO 2: Classify the myths and mythological characters of Greek literature

CO 3: Examine the classic culture and its artistic imagination

CO 4: Evaluate the impact of the Greek classics in English literature

CO 5: Discuss the structural devices of Greek literature

Text Books:

1. Bloom, Allan (Translator). *The Republic of Plato*. Basic Books: A division of Harper Collins Publishers, USA, 2016.
2. Theocritus and Charles S. Calverley. *The Idylls of Theocritus and the Eclogues of Virgil*. Kessinger Publishing, 2007.
3. Sophocles, E A. *Oedipus the King*. University of Chicago Press, USA, 2010.

Reference Books:

1. Berens, E. M. *Myth and Legends of Ancient Greece and Rome*. Independently Published, 2020.
2. Vickery, John B. *Myth and Literature: Contemporary Theory and Practice*. Lincoln: University of Nebraska Press, 1966. Internet resource.
3. *Mythology: Timeless Tales of Gods and Heroes*. Black Dog & Leventhal; Special Edition, 2017.

Journals:

1. International Journal of Classical Tradition
2. Aion: A Journal of the Humanities and the Classics
3. Journal of Greece and Rome

E-Resources:

1. <https://www.gutenberg.org/files/22381/22381-h/22381-h.html>
2. <https://orwell1627.wordpress.com/2015/10/21/plato-the-republic-book-x/>
3. <https://www.sacred-texts.com/cla/pos/pos08.htm>
4. <https://www.litcharts.com/lit/the-iliad/book-1>
5. https://www.ancient-literature.com/greece_sophocles_oedipus_king.html

Course Outcomes	Programme Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	9	1	9	31
CO2	9	1	1	9	9	9	9	47
CO3	9	1	9	9	9	1	9	47
CO4	9	9	9	1	9	9	9	55
CO5	9	9	9	1	9	1	9	47
TOTAL	45	21	29	21	45	21	45	227

Low-1

Medium-3

High-9

DSE I- Myth Literature

(For Students Admitted from 2022-23)

Semester: V**Subject Code: IBEGE5B****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To inculcate the knowledge of myths in literature
2. To understand the archetypes of myth in literature

Unit I**(12 hours)****Background**

The Nature of Myth-Myth, Symbolism and Truth, Myth and Folktale, Myth and Literature

Unit II**(12 hours)****Popular Myths**

The Judgment of Paris

The Story of Cupid and Psyche

The Story of Nala and Damayanthi

Unit III**(12 hours)****Prose**

Northrop Fyre

- "The Archetypes of Literature"

Unit IV**(12 hours)****Drama**

Girish Karnad

- *Hayavadana***Unit V****(12 hours)****Fiction**

J K Rowlings

- *Harry Potter and the Chamber of Secrets***Course Outcomes:**

After successful completion of this course, student will be able to

CO 1: Understand the origin of myth and explain the connection between the myth and literature

CO 2: Identify the structure of classical mythology in literature

CO 3: Analyze the archetypes of myth in literature

CO 4: Criticize and comprehend the cultural myth including creation myth in literature

CO 5: Discuss the ethical implications of myth in literature and its relevance to the contemporary society

Text Books:

1. Rowling, J K. *Harry Potter and the Chamber of Secrets*. Bloomsbury Children Book, 2021.
2. Karnad, Girish. *Hayavadana*. Oxford University Press: New Delhi, 2002.

Reference Books:

1. Berens, E. M. *Myth and Legends of Ancient Greece and Rome*. Independently Published, 2020.
2. Vickery, John B. *Myth and Literature: Contemporary Theory and Practice*. Lincoln: University of Nebraska Press, 1966.
3. *Mythology: Timeless Tales of Gods and Heroes*. Black Dog & Leventhal; Special Edition, 2017.

Journals:

1. Mythosphere: A Journal of Image, Myth and Symbol
2. Journal of Asian Folklore Studies
3. Journal of Amaltea

E-Resources:

1. <https://www.indianmirror.com/history/mahabharatha/nala-dhamayanthi-pg1.html>
2. <https://greektraveltellers.com/blog/30-of-the-most-famous-tales-from-greek-mythology>
3. <https://www2.classics.upenn.edu/myth/php/homer/index.php?page=trojan>
4. <https://www.supersummary.com/harry-potter-and-the-chamber-of-secrets/summary/>
5. <https://classicalartsuniverse.com/wp-content/uploads/2017/04/Hayavadana-Download-in-PDF.pdf>

Course Outcomes	Programme Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	1	9	1	9	41
CO2	9	9	3	1	9	1	9	41
CO3	9	9	9	9	9	9	9	63
CO4	9	1	9	9	9	9	9	55
CO5	9	3	9	9	9	9	9	57
TOTAL	45	25	39	29	45	29	45	257

Low-1

Medium-3

High-9

DSE II – African American Literature
(For Students Admitted from 2022-23)

Semester: V
Subject Code: IBEGE5C

Hours / Week: 4
Credit: 4

Course Objectives:

1. To comprehend the emerging trends in African American literature
2. To understand the historical and aesthetic development of African American literary arts in the face of racial oppression

Unit I **(12 hours)**

Poetry

Paul Lawrence Dunbar	-	“We Wear the Mask”
Bernal Dadie	-	“I thank you God”
Wole Soyinka	-	“Telephone Conversation”
Gabriel Okara	-	“Once upon a time”

Unit II **(12 hours)**

Prose

Alain Locke	-	“The New Negro: An Interpretation”
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Unit III **(12 hours)**

Drama

Amiri Baraka	-	<i>Dutchman</i>
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Unit IV **(12 hours)**

Short Story

Toni Cade Bambara	-	“Gorilla, My Love”
Percival Everett	-	“Damned If I Do”

Unit V **(12 hours)**

Fiction

Alice Walker	-	<i>Possessing the Secret of Joy</i>
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Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Demonstrate the role of spirit, spirituality and the oral tradition upon Black American Literature

CO 2: Apply the unique literary voice of African American Literature

CO 3: Analyze the importance of self-documentation as a means to claim the African American Identity

CO 4: Justify the characters, flavor and ethos of Afro American Literature

CO 5: Develop and understand the impact of racism, sexism and economic exclusion upon African and American Literature

Text Books:

1. Walker, Alice. *Possessing the Secret of Joy*. The New Press, 2008.
2. Baraka, Amiri. *Dutchman*. Faber & Faber Publications, 1964.

Reference Books:

1. Richard Barksdale & Kenneth Kinnamon, *Black Writers of America, A Comparative Anthology*. New York: Macmillan Publishing Company, 5th Edition. 1998.
2. Henry Louis Gates & Nellie Y. McKay. *The Norton Anthology of African American Literature*. New York: W. W. Norton & Company, 1997.

Journals:

1. Journal of African American Studies
2. Black Studies Scholarly Journal
3. Western Journal of Black Studies

E-Resources

1. <https://www.goodreads.com>
2. <https://www.thriftbooks.com>
3. <https://english1b2009.files.wordpress.com/2009/01/gorilla-my-love4.pdf>
4. <https://www.poetryfoundation.org/poems/44203/we-wear-the-mask>
5. https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	9	3	9	9	51
CO2	9	9	9	1	3	3	9	43
CO3	9	3	9	3	3	9	9	45
CO4	9	3	9	9	3	9	9	51
CO5	9	3	9	9	3	9	9	51
Total	45	21	45	31	15	39	45	241

Low-1 Medium-3 High-9

DSE II – Marginal Writings

(For Students Admitted from 2022-23)

Semester: V
Subject Code: IBEGE5D

Hours / Week: 4
Credit: 4

Course Objectives:

1. To introduce the writers of marginal writings
2. To develop a critical sensibility to the center and the periphery

Unit I

(12 hours)

Introduction

Important Personalities: Bama, Oprah Winfrey, Maria Campbell, Louise Gluck -their contributions to Literature, Aborigines and other suppressed class, Racism, Sexism, Dalits, Gender issues.

Unit II (12 hours)**Poetry**

Maya Angelou	-	“Phenomenal Woman”
Gabriel Okara	-	“Once Upon a Time”
Judith Wright	-	“Fire in the Murdering Hut”
Abioseh Nicoll	-	“The Meaning of Africa”

Unit III (12 hours)**Drama**

Wole Soyinka	-	<i>The Lion and the Jewel</i>
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Unit IV (12 hours)**Short Story**

Katherine Mansfield	-	“Bliss”
Flannery O’ Connor	-	“The Barber”

Unit V (12 hours)**Novel**

Bama	-	<i>Karukku</i>
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Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Identify the features of Marginal writing and Writers’ contribution in Literature

CO 2: Recognize Marginal Writings as a social and cultural construct

CO 3: Analyze the different genres of marginal writings and cultures

CO 4: Critically analyze literary genres of Marginal writings

CO 5: Elaborate societal representations of Marginal Writings at moral, social, and political levels

Text Books:

1. Pāmā, and Bama. *Karukku*. India, OUP India, 2012.
2. Soyinka, Wole. *The Lion and The Jewel*. Oxford University Press. 1974.

Reference Books:

1. Sarangi, C. Ghosal, *Marginal Writings in English*, 2013.
2. Jaydeep, Sarangi. *Marginal Writings In English*, Author’s Press, 2013.

Journals:

1. Journal of Tribal, Folk and Subaltern Studies
2. International Journal of Tribal Literature and Cultural Studies
3. Journal of Subaltern Studies

E-Resources:

1. <https://www.literaryladiesguide.com/full-texts-of-classic-works/bliss-by-katherine-mansfield-1918-full-text/>
2. <http://jfs.monroe.k12.al.us/common/pages/DisplayFile.aspx?itemId=9704638>
3. <https://www.poemhunter.com/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1	9	3	3	1	3	1	3	23
CO 2	9	3	3	3	3	3	1	25
CO 3	9	9	9	3	3	1	3	37
CO 4	9	3	3	3	1	1	3	23
CO 5	9	3	3	9	3	3	9	39
Total	45	21	21	19	13	9	19	147

Low-1

Medium-3

High-9

SEC V-Interview Skills

(For Students Admitted from 2022-23)

Semester: V
Subject Code: IBEGS55

Hours / Week: 2
Credit: 2

Course Objectives:

- To understand the purpose of interviews
- To develop the skills needed for approaching different types of interviews

Unit I

(6 hours)

The Interview: What is an Interview? – Types of Interview – other assessment methods – Why do interview take place? – What happens in an interview? – What are interviews about? – What leads to success in interviews? - Providing proof that you are the right candidate – the most common mistakes – de- mystifying the interview – stressing your contribution.

Unit II

(6 hours)

Planning and preparation: Importance of planning and presentation – your view of yourself – how you see the employer – research – analyzing the job – how to find out more – areas of likely questioning – mind the gap – covering up your weak spots – maximizing your strengths – golden rules – FAQs.

Unit III

(6 hours)

Creating the best impression: The importance of personal image – creating a positive first impression – appearance – behavior – confidence – positive mental attitude – the journey – voice – controlling nerves.

Unit IV

(6 hours)

Making a presentation: Giving a presentation – types of presentation – preparing a presentation – rehearsing your presentation – using visual aids.

Unit V

(6 hours)

Answering interview questions: Examples of interview questions and answers – dealing with tricky situations – internal vacancies – money – step by step checklist – learning from experience – other sources of help.

Activity: Mock Interview

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Define and explain the meaning of Interview and its types

CO 2: Apply the reasonable, analytical and verbal skills necessary to succeed in an Interview

CO 3: Discover the ways of acquiring interpersonal skills

CO 4: Deduct the importance of ethical values

CO 5: Prepare for interview by themselves

Text Book:

1. Corfield, Rebecca. *Successful Interview Skills*, (5th Edition). Kogan Page, London, 2009.

Reference Books:

1. Stanton, Nicky. *Mastering Communication*, London: Palgrave Macmillan, 5th Edition, 2009.
2. Kaur, Manpreet & Paul D.S. *Interview Skills*, North Carolina, 2nd Edition, 2019.

Journals:

1. Journal of PLOS One
2. SAGE Journals
3. The Wall Street Journal

E-Resources:

1. <https://www.thebalancecareers.com/job-interview-skills-to-get-hired-4138625>
2. <https://englishlive.ef.com/blog/career-english/8-top-tips-for-a-successful-job-interview-in-english/>
3. <https://www.prospects.ac.uk/careers-advice/interview-tips/how-to-prepare-for-an-interview>
4. <https://www.mtu.edu/career/students/networking/interviews/prepare.pdf>
5. https://www.stmarysca.edu/sites/default/files/attachments/files/Interview%20Preparation_0.pdf

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1	9	9	9	3	9	3	9	51
CO 2	9	9	3	3	3	1	9	37
CO 3	9	9	3	1	1	1	9	33
CO 4	9	9	3	3	3	1	9	37
CO 5	9	9	3	3	3	1	9	37
Total	45	45	21	13	19	7	45	195

Low-1

Medium-3

High-9

Core XIII – Project

(For Students Admitted from 2022-23)

Semester: VI**Subject Code: IBEGC61PW****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To make the students understand the fundamentals of Research
2. To prepare students to analyse the various aspects of literary works

A Project on any topic pertaining to ELT, Literature or Language can be submitted. (The project should not exceed 40 pages.)

Internal marks	- 40
External marks	- 60
Total	- 100

External

Report evaluation	- 40
(Viva voce & Presentation)	- 20

Internal

Review	- 25
Fieldwork	- 10
Attendance	- 5

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Adopt different types of literary text

CO 2: Express and argue one's point of view clearly

CO 3: Retrieve and synthesis information from a range of reference material using study skills such as skimming and scanning

CO 4: Compare and contrast ideas and arrive at conclusion

CO 5: Plan, organize and present ideas coherently by introducing, developing and concluding a Topic

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	3	9	9	57
CO2	9	9	9	9	3	9	9	57
CO3	9	9	9	9	1	9	9	55
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	3	9	9	57
Total	45	45	45	45	19	45	45	289

Low-1

Medium-3

High-9

Core XIV- Eco Literature
(For Students Admitted from 2022-23)

Semester: VI
Subject Code: IBEGC62

Hours / Week: 6
Credit: 5

Course Objectives:

1. To understand the specific literary text based on the environmental studies
2. To advocate a more thoughtful and ecological sensitive relationship between man and nature

Unit I

(18 hours)

Poetry

John Keats	-	“To Autumn”
Gieve Patel	-	“On Killing a Tree”
A K Ramanajun	-	“The River”
J. Krishnamurthi	-	“The Immortal Friend”

Unit II

(18 hours)

Prose

C. Rajagopalachari	-	“ Tree speaks”
Aldous Huxley	-	“The Double Crisis”

Unit III

(18 hours)

Drama

Anton Chekov	-	<i>The Cherry Orchard</i>
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Unit IV

(18 hours)

Novel

John Steinbeck	-	<i>The Grapes of Wrath</i>
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Unit V

(18 hours)

Fiction

Indira Sinha	-	<i>Animal People</i>
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Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Demonstrate the interconnection between nature and literature

CO 2: Classify the impact of environmental problems on life system

CO 3: Analyse the ecological change in the life of common people

CO 4: Interpret deeper understanding of conserving nature

CO 5: Develop an ethical and environmental consciousness

Text Books:

1. Steinbeck, John. *The Grapes of Wrath*. Penguin Books, 2017.
2. Chekov, Anton. Stoppard, Tom. *The Cherry Orchard*. Faber & Faber, Main Edition 2009.
3. Sinha, Indra. *Animal's People*. New York: Simon & Schuster, 2007.

Reference Books:

1. Patel. *Gieve*, Collected poems. Poetrywala, 2017.
2. Steinbeck, John. *The Grapes of Wrath*. New york: Penguin classics, 1992.
3. Sinha, Indra. *Animal's People*. Great Britain: Simon &Schuster, 2007.

Journals:

1. The Journal of Eco Criticism
2. Journal of Interdisciplinary Studies in Literature and Environment
3. Journal of Ecohumanism

E-Resources:

1. <http://ekandek.blogspot.com/2010/01/ii-year-iv-semester-prose.html>
2. <https://en.unesco.org/courier/avril-1949/double-crisis>
3. <https://frenchpdf.com/wp-content/uploads/2019/02/39-The-Grapes-of-Wrath-John-Steinbeck.pdf>
4. https://www.researchgate.net/publication/339124366_An_Ecocritical_View_on_Indra_Sinha's_Animal's_People
5. <http://shsdavisapes.pbworks.com/w/file/attach/76523765/The%20Cherry%20Orchard.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	9	3	9	9	43
CO2	9	1	9	3	3	9	9	43
CO3	9	3	9	9	3	9	9	51
CO4	9	1	3	9	3	9	9	43
CO5	9	3	3	9	9	9	9	51
Total	45	9	27	39	21	45	45	231

Low-1 Medium-3 High-9

Core XV – Popular Literature

(For Students Admitted from 2022-23)

Semester: VI

Subject Code: IBEGC63

Hours / Week: 6

Credit: 4

Course Objectives:

1. To understand the term popular, literary and high literatures and trace the history of these terms
2. To interpret and appreciate various genres such as Children's' Literature, Science Fiction, Travel Narrative and Detective Fiction

Unit I

(18 hours)

Concept of Popular Literature

Introduction - Genres – Famous Authors and Works – Trends of Popular Literature.

Unit II

(18 hours)

Children's Literature

Lewis Carroll

- *Through the Looking Glass*

Unit III (18 hours)**Science Fiction**Aldous Huxley - *Brave New World***Unit IV (18 hours)****Travel Narrative**Bill Aitkin - *Footloose in the Himalaya***Unit V (18 hours)****Detective Fiction**Agatha Christie - *The Murder of Roger Ackroyd***Course Outcomes:**

After successful completion of this course, student will be able to

CO 1: Understand the basic concept of Popular Literature**CO 2:** Identify the form and genre in the literary works**CO 3:** Analyze the style of writing and techniques in the prescribed works**CO 4:** Interpret the culture and aesthetic ideas**CO 5:** Adapt the themes and narrative style of the literary fiction**Text Books:**

1. Carroll, Lewis. *Through the Looking Glass*. Paper Clip Books. 2016.
2. Huxley, Aldous. *Brave New World*. Sanmati Publishers, 2020.
3. Aitkin, Bill. *Footloose in the Himalaya*. Orient Blackswan Private Limited, 2009.
4. Christie, Agatha. *The Murder of Roger Ackroyd*. Harper Collins, 2017.

Reference Books:

1. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, Ed. C.W.E. Bigsby, Ohio: Bowling Green University Press, 1975.
2. Humm, Peter, Paul Stigant and Peter Widdowson (Ed.). *Popular Fiction: Essays in Literature and History*. Routledge, 1986.

Journals:

1. The Journal of Popular Culture
2. Journal of Popular Romance Studies
3. Research Gate

E-Resources:

1. <https://egyankosh.ac.in/bitstream/123456789/69468/1/Unit-1.pdf>
2. https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf
3. <https://www.masterclass.com/articles/a-guide-to-popular-literary-genres#8-popular-literary-genres>
4. <https://writersrelief.com/2021/04/22/6-current-trends-in-popular-fiction-genres-writers-relief/>

Course Outcomes	Programme Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	3	3	9	9	45
CO2	9	9	3	9	3	3	9	45
CO3	9	3	9	3	1	3	9	37
CO4	9	3	3	3	3	3	9	33
CO5	9	3	3	3	3	9	9	39
TOTAL	45	21	27	21	13	27	45	199

Low-1

Medium-3

High-9

Core-XVI Canadian Literature

(For Students Admitted from 2022-23)

Semester: VI**Subject Code: IBEGC64****Hours / Week: 5****Credit: 4****Course Objectives:**

1. To know about various aspects of Canadian Literature and its contexts
2. To familiarize with some of the greatest writers of this literature

Unit I**(15 hours)****Poetry**

- John McCrae - "In Flanders Field"
 Annie Louisa Walker - "Women's Rights"
 Duncan Campbell Scott - "Angel"
 Francis Reginald Scott - "The Canadian Authors Meet"

Unit II**(15 hours)****Prose**

- Margaret Atwood - "Survival" from *Survival: A Thematic Guide to Canadian Literature*

Unit III**(15 hours)****Drama**

- Judith Thompson - *White Biting Dog*

Unit IV**(15 hours)****Short Story**

- Alice Munro - "The Moons of Jupiter"
 Rebecca Lee - "Bobcat"
 Heather O'Neill - "The Gypsy and the Bear"

Unit V**(15 hours)****Fiction**

- Micheal Ondaatje - *The English Patient*

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Find and define the history, development and context of Canadian Literature
CO 2: Utilize the literary terms and cultural aspects of Canadian Literature
CO 3: Examine the eminence of the literature through the works of notable authors
CO 4: Measure the participation of conceiving the field of Canadian Literature itself
CO 5: Predict thoughtful, innovative and critical analyses of the assigned texts

Text Books:

- Lane, Richard. J. *The Routledge Concise History of Canadian Literature*. London: Routledge, 1st Ed., 2011.
- Ondaatje, Micheal. *The English Patient*, New Delhi: Bloomsbury Publishing, 2018.

Reference Books:

- Thompson, Judith, *White Biting Dog & Other Plays*. Playwright Canada Press, 2015.
- Lee, Rebecca, *Bobcat and Other Stories*. New York: Algonquin Books, Reprint Edition, 2013.
- Munro, Alice. *The Moons of Jupiter*. India: RHUK, 2004.
- O'Neill, Heather. *Daydreams of Angel*, America: Farrar, Straus and Giroux, 2015.

Journals:

- UTP Journal
- Journal of Canadian Poetry
- International Journal of Canadian Studies

E-Resources:

- <https://study.com/academy/lesson/the-moons-of-jupiter-by-alice-munro-summary-analysis.html>
- <https://www.poetryfoundation.org/poems/47380/in-flanders-fields>
- <https://www.poemhunter.com/poem/women-s-rights/>
- <https://www.poemhunter.com/poem/angel-158/>
- <https://www.literpretation.com/post/the-canadian-authors-meet>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	3	3	1	3	29
CO2	9	9	3	9	3	3	3	39
CO3	9	9	1	1	3	1	3	27
CO4	9	9	3	1	1	1	3	27
CO5	9	9	9	3	9	3	9	51
Total	45	45	17	17	19	9	21	173

Low-1

Medium-3

High-9

DSE III – English for Competitive Examination

(For Students Admitted from 2022-23)

Semester: VI**Hours / Week: 4****Subject Code: IBEGE6A****Credit: 4****Course Objectives:**

1. To expose the students to the objective and descriptive types of questions to be set in various competitive examinations
2. To enhance the English grammar knowledge, reading and listening Skills

Unit I**(12 hours)**

Advanced grammar – Practice with Error spotting - Tenses, Noun, Articles, Pronoun, Verbs, Clauses, Preposition and Rules of Punctuation.

Unit II**(12 hours)**

Vocabulary – Complex Synonyms and Antonyms – Group Terms – Substitutions - Find the meaning of idiomatic expressions and phrases - Cloze test - tests on analogy.

Unit III**(12 hours)**

Reading Comprehension – Listening Comprehension.

Unit IV**(12 hours)**

Organizing and Writing Paragraphs – Passages - Essays – Analyzing Essays – Precis Writing – Writing for and against a given idea.

Unit V**(12 hours)**

Sentence Completion - Sentence Fillers – Sentence Arrangement – Jumbled Sentences.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Recognize the English language components tested in various competitive examinations

CO 2: Transfer the learnt grammar rules from class room to different contexts

CO 3: Prioritize English as a compulsory subject in various competitive examinations

CO 4: Transform into a proficient speaker in English language

CO 5: Determine the increasing demand for English in Indian society and at the global level which develops their overall confidence and personality

Text Book:

1. Singh, Rashmi Dr. *Essential English for Competitive Examinations* (2nd Ed.). Disha Publications: Delhi, 2019.

Reference Books:

1. Disha. *Tips and Techniques in English for Competitive Exams*. Disha Publications: Delhi, 2018.

2. Gupta S C. *General English for All Competitive Examinations*. Archana Publications: Delhi, 2016.
3. Mohan Prasad, Hari and Sinha, Uma. *Objective English for Competitive Exam*. McGraw Hill Publication: Uttar Pradesh, 2014.

Journals:

1. International Journal of English Learning and Teaching Skills
2. International Journal of Advance Research Ideas and Innovations in Technology
3. The Journal of Language Teaching on Learning

E-Resources:

1. <https://leverageedu.com/blog/english-for-competitive-exams/https://nptel.ac.in/courses/109/106/109106116/>
2. <https://leverageedu.com/blog/english-for-competitive-exams/>
3. <https://leverageedu.com/blog/spotting-errors/#:~:text=In%20error%20spotting%20you%20have,grammatical%20mistake%20in%20the%20sentence>
4. <https://gdpi.hitbullseye.com/precise-writing.php>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	9	3	3	33
CO2	9	9	3	3	9	3	9	45
CO3	9	3	1	9	3	1	3	29
CO4	9	9	3	3	9	9	9	51
CO5	9	9	3	3	9	9	9	51
Total	45	33	13	21	39	25	33	209

Low-1

Medium-3

High-9

DSE III-English for Education and Career Abroad

(For Students Admitted from 2022-23)

Semester: VI**Subject Code: IBEGE6B****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To improve learners' listening, speaking, reading and writing skills
2. To develop test-taking strategies for IELTS and TOEFL test

Unit I**(12 hours)****Introduction**

Introduction to the IELTS and TOEFL test-Learner Strategies.

Unit II (12 hours)**Listening**

Strategies for building listening skills -Understanding natural speech – Understanding connections-Identifying topics-Making inferences and drawing conclusions.

Unit III (12 hours)**Speaking**

Strategies for building speaking skills – Practice with cohesion – Independent speaking tasks – Integrated speaking tasks.

Unit IV (12 hours)**Reading**

Strategies for building fluency in speaking skill – Understanding meaning from context- Understanding the connection of ideas – Making Inferences and drawing conclusions.

Unit V (12 hours)**Writing**

Strategies for building writing skills- Practice with writing concisely-Independent writing tasks- Integrated writing tasks.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand different types of tests for career in abroad

CO 2: Identify different exam sections and the types of questions for career in abroad

CO 3: Discover the strategies and techniques to develop the four core skills

CO 4: Determine how to improve the listening, speaking, reading and writing skills

CO 5: Improve fluency, accuracy, and confidence in English

Text Books:

1. Rueda, Joshua. *IELTs General Training and Academic Exam Study Guide*. (4th Ed.). Test Prep Books Publisher, Beaumont. 2021.
2. *TOEFL Preparation Book 2020 and 2021*. TPB Publishing: Beaumont. 2020.

Reference Books:

1. *The Official Guide to the TOEFL IBT Test*, (6th Ed.). Educational Testing Service. McGraw Hill, 2020.
2. Lougheed. Lin. *Barron's IELTS*, (6th Ed.). Kaplan Inc, New York, 2020.

Journals:

1. International Journal for Career Management
2. The Study Abroad Journal
3. Journal of Studies in International Education
4. Journal of Educational Research

E-Resources:

1. <https://takeielts.britishcouncil.org/teach-ielts/why-teach-ielts>
2. <https://www.ielts.org/about-ielts/ielts-test-types>

3. <https://www.ets.org/toefl/test-takers/ibt/prepare>
4. <https://www.prepscholar.com/toefl/blog/toefl-practice-online/>
5. https://www.ieltspractice.com/free_resources/

Course Outcomes	Programme Outcomes							Total
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
CO1	9	3	3	3	3	1	9	31
CO2	9	9	3	9	9	1	9	49
CO3	9	3	3	3	3	3	9	33
CO4	9	9	3	9	9	9	9	57
CO5	9	3	3	3	3	9	9	39
Total	45	27	15	27	27	23	45	209

Low-1

Medium-3

High-9

SEC VI- Personality Development

(For Students Admitted from 2022-23)

Semester: VI
Subject Code: IBEGS65

Hours / Week: 2
Credit: 2

Course Objectives:

1. To identify their own potentials, accept their own limitations and know them better
2. To consciously overcome their limitations and move towards self esteem

Unit I

(6 hours)

Introduction to Personality Development

The concept of personality - Dimensions of personality -. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOC analysis, who am I?

Exercise: Self-Description– Reflect and answer the following questions on a sheet of paper about yourself: Who am I? What am I like? How do others perceive me? What are my strengths as a person? In what areas do I want to develop greater skills?

Unit II

(6 hours)

Attitude

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages – Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude.

Activity- Positive attitude (Think solution not problem- give any problem to solve).

Unit III

(6 hours)

Self-esteem

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Out of Box thinking- Lateral thinking.

Exercise- Being positive about yourself and understanding your shyness analyze the social situation of shyness and the causes of your shyness.

Unit IV

(6 hours)

Academic coping Strategies

Memory-Art of listening - Note making - Seminar presentation - Art of learning and writing guidelines - How to study – Character building -Team-work – Time management - Work ethics – Good manners and etiquette.

Activity – Time Management (Puzzle Challenge and Arrange the cards)

Unit V

(6 hours)

Goal Setting

The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college.

Exercise:

1. Steps to prepare one's short term goals and long term goals.
2. Role play activity through reflection of identifying how priority management affect one's ability to live a balanced life.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the concept of personality and its development

CO 2: Identify the factors contribute to the personality development

CO 3: Analyze different subsets of attitude, group communication and dynamics

CO 4: Discover the importance of self-image in shaping one's feeling, attitude, behavior and self esteem

CO 5: Evaluate the interpersonal skills for successful life

Text Books:

1. Rizvi, Ashraf. *Effective Technical Communication*. Tata McGraw Hill Education Private Limited, 2017.
2. Dhanalakshimi, K.R & Raghunathan, N.S. *Personality Enrichment* Margham Publications, 2012.

Reference Books:

1. Stephen P. Robbins and Timothy A. Judge. *Organizational Behavior*, Prentice Hall, 2014.
2. Hurlock, E.B. *Personality Development*. Tata McGraw Hill, New Delhi, 2006.

Journals:

1. International Journal of Behavioral Development
2. SAGE Journals
3. Journal of Personality and Social Psychology

E-Resources:

1. https://www.bharathuniv.ac.in/colleges1/downloads/courseware_ece/notes/BSS201%20-%20PERSONALITY.pdf

2. <https://www.artofliving.org/in-en/personality-development>
3. <https://www.slideshare.net/binay285/soft-skills-attitude>
4. <https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/about-self-esteem>
5. <https://www.shiksha.com/articles/do-s-don-ts-of-group-discussion-blogId-5293>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	9	9	9	9	57
CO2	9	9	9	3	3	9	9	51
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	3	9	9	9	57
Total	45	39	45	33	39	45	45	291

Low-1 Medium-3 High-9

Extra Credit - Copy Editing (Practical)

(For Students Admitted from 2022-23)

Semester: VI

Credit: 2

Subject Code: IBEGX6P

Course Objectives:

1. To understand the levels of editing and editorial style
2. To make the students to become a more effective copy editor

Unit I

Introduction

What is copy-editing? – Principal tasks- Levels of copy editing.

Unit II

Editorial Style

Punctuations- Spellings-capitalization- Abbreviation- Numbers and Numerals- Table, Graphs and Art.

Unit III

Grammar: Principals and Pitfalls

Subject-verb Agreement- Troublesome Verbs- Split Infinitives- Case of Nouns and Pronouns- Parallel Form- Adjectives and Adverbs- Prepositions.

Unit IV

Literary Material

Quotation- Poetry- Plays- Anthologies and collection of essays- Scholarly edition- Translations.

Unit V

Activity

Students are expected to learn the basic concepts and techniques of copy editing through self-regulated learning and are expected to exhibit their potential to copy edit any text given to them.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Recall the basic concepts of copy editing
CO 2: Apply the techniques of writing and editing in all genres of literature
CO 3: Appreciate and analyze any literary piece in editor's point of view
CO 4: Review and edit the text to improve its readability
CO 5: Develop the critical thinking to edit the text on their own

Text Books:

1. Einsohn, Amy, and Marilyn Schwartz. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. 2019.
2. Butcher, Judith, Caroline Drake, and Maureen Leach. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders*, (4th Edition). Cambridge: Cambridge UP, 2006.

Reference Books:

1. Gopalan, R. *A Handbook of Copy Editing*, (1st Edition). BUUKS, 2019.
2. Ginna, Peter. *What Editors Do: The Art, Craft and Business of Book Editing*. University of Chicago Press, 2017.

Journals:

1. International Journal of Case Reports and Images
2. International Journal of English Language and Linguistics
3. Journal of Documentation

E- Resources:

1. <https://www.masterclass.com/articles/a-guide-to-copy-editing-everything#when-do-you-need-a-copy-editor>
2. <https://www.writerswrite.com/business/resources/edit/>
3. <https://www.grammarly.com/blog/whats-the-difference-between-copy-editing-and-proofreading/>
4. <https://www.iuniverse.com/en/resources/writing-and-editing/editing-tips-and-rules#:~:text=What%20Is%20Editorial%20Style%3F,consistent%20and%20effective%20as%20possible.>
5. <https://thewritersally.com/services/copy-editing/>

Course Outcomes	Programme Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO 1	9	9	1	1	9	1	9	39
CO 2	9	9	1	1	9	1	9	55
CO 3	9	9	9	3	9	9	9	57
CO 4	9	9	9	3	9	9	9	57
CO 5	9	9	9	3	9	9	9	57
TOTAL	45	45	37	11	45	37	45	265

Low-1

Medium-3

High-9

UG PART II – ENGLISH**PREAMBLE**

- Part II-Language II is introduced for two years (Semester I to Semester IV) and the title of the course is changed as Semester I-Language through Literature I-Level I/Level II; Semester II-Language through Literature II-Level I/Level II; Semester III-Language through Literature III-Level I/Level II; Semester IV-Language through Literature IV-Level I/Level II

Programme Structure

Sem	Part	Course	Subject Code	Subject Title	Hours/Week	Credit	CIA	ESE	Total Marks
I	II	Part II Language/	IBLEI12 IBLEII12	Part II Language –Language through Literature I Level I/ Part II Language – Language through Literature I Level II	5	3	40	60	100
II	II	Part II Language/	IBLEI22 IBLEII22	Part II Language –Language through Literature II Level I/ Part II Language – Language through Literature II Level II	5	3	40	60	100
III	II	Part II Language/	IBLEI32 IBLEII32	Part II Language –Language through Literature III Level I/ Part II Language – Language through Literature III Level II	5	3	40	60	100
IV	II	Part II Language/	IBLEI42 IBLEII42	Part II Language –Language through Literature IV Level I/ Part II Language – Language through Literature IV Level II	5	3	40	60	100

Part II- Language II –Language through Literature I - Level I
(For Students Admitted from 2022-23)

Semester: I**Subject Code: IBLEI12****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To develop the speaking, writing and reading skills
2. To enable an interest in the appreciation of language and literature

Unit I**(15 hours)****Poetry**

- Alice Walker - "Gift"
Sujata Bhatt - "The First Meeting"

- Activity:** 1) Read Aloud Practice
2) Diction and Tone
3) Vocabulary Building

Unit II**(15 hours)****Prose**

- Sri V S Srinivasa Sastri - "Mahatma Gandhi"
A.P.J. Abdul Kalam - "My Visions for India"

- Activity:** 1) Introducing Self and Others
2) Asking directions and giving instructions

Unit III**(15 hours)****Short Story**

- Anita Desai - "Games at Twilight"
Leo Tolstoy - "How Much Land Does a Man Need?"

- Activity:** 1) Narrative Writing
2) Descriptive Writing

Unit IV**(15 hours)****One Act Play**

- Fritz Karinthy - *Refund*

- Activity:** 1) Skimming and Scanning
2) Note Taking

Unit V**(15 hours)****Grammar in Context**

Tenses & Voice

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Read and interpret poetry
CO 2: Develop speaking skill
CO 3: Organize thoughts in writing
CO 4: Improve reading skill
CO 5: Deduct structure from text

Text Books:

1. Bhatt, Sujata. *Brunizem*. United Kingdom, Carcanet, 2007.
2. Rajan, Y. S., and Abdul Kalam, Avul Pakir Jainulabdeen. *Mission India: A Vision for Indian Youth*. India, Puffin Books, 2005
3. Tolstoy, Leo. *How Much Land Does a Man Need?*. United Kingdom, Penguin Books, Limited, 2015.
4. Karinthy, F. *Refund: A Play in One Act for Seven Males* by Fritz Karinthy. United Kingdom, French, 1990.

Reference Books:

1. Walker, Alice. *Alice Walker Poetry*. United States, Houghton Mifflin Harcourt, 1985.
2. *Nineteenth Century Indian English Prose: A Selection. An Anthology of Essays by English Educated Indians of the Nineteenth Century* edited by Mohan Ramanan, Sahitya Akademi, 2004.
3. Desai, Anita. *Games at Twilight: And Other Stories*. United Kingdom, Vintage, 2001.
4. Karinthy, Frintz. "Refund". *Essays, Short Stories and One – Act Plays* (Abridged Edition). Eds, R. K. Kaushik, C. Bhatia. Mumbai: Oxford University Press, 1999.
5. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <http://spokenenglishabcd.blogspot.com/2017/01/gift-poem-by-alice-walker.html>
2. <https://www.studypage.in/reading/my-vision-for-india-by-dr-a-p-j-abdul-kalam>
3. <https://www.uvic.ca/research/centres/cisur/assets/docs/iminds/gam-how-much-land-a-man-needs.pdf>
4. <https://gfgc.kar.nic.in/mccw-mysore/FileHandler/410-00295b1f-7b5c-49b1-ae68-3debdd957e67.pdf>
5. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	9	9	9	9	57
CO2	3	9	1	3	9	9	9	43
CO3	9	9	9	3	9	9	9	57
CO4	9	9	3	9	9	3	3	45
CO5	9	9	1	1	9	9	9	47
Total	39	45	17	25	45	39	39	249

Low-1

Medium-3

High-9

Part II - Language II- Language through Literature I - Level II

(For Students Admitted from 2022-23)

Semester: I**Subject Code: IBLEII12****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To enhance the comprehension skill
2. To develop an appreciation of language and literature

Unit I**(15 hours)****Poetry**

Robert Frost

- "Mending Wall"

Emily Dickinson

- "Because I Could not Stop for Death"

Activity: 1) Read aloud Practice
2) Pronunciation Practice

Unit II**(15 hours)****Prose**

Alfred George Gardiner

- "On Umbrella Morals"

Stephen Leacock

- "My Financial Career"

Activity: 1) Skimming and Scanning
2) Types of reading

Unit III**(15 hours)****Short Story**

H H Munro

- "The Open Window"

W Somerset Maugham

- "The Ant and the Grasshopper"

Activity: 1) Structure of Paragraph
2) Types of Paragraph

Unit IV**(15 hours)****Composition**

Developing Hints - Letter Writing.

Unit V**(15 hours)****Grammar in Context**

Articles – Gerunds – Infinitives-Participles.

Course Outcomes:

After successful completion of the course, student will be able to

CO 1: Recognize correct pronunciation**CO 2:** Develop reading skill**CO 3:** Organize the ideas into a coherent paragraph**CO 4:** Construct meaningful sentences**CO 5:** Deduct the grammatical structures from the text

Text Books:

1. Alpha of the Plough (Gardiner, Alfred George). Pebbles on the Shore. India, Tutis Digital Publishing Pvt. Limited, 2008.
2. Leacock, Stephen. *My Financial Career: Short Story*. United States, HarperCollins Canada, 2013.

Reference Books:

1. A Study Guide for Marjane Satrapi's "*Persepolis: The Story of Childhood*". N.p., Gale, Cengage Learning, 2006.
2. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.
3. Bhatnagar, Nitin and Mamta Bhatnagar (ed). *Effective Communication and Soft Skills*. India, Pearson Education India, 2011.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://www.sparknotes.com/poetry/frost/section3/>
2. <https://americanliterature.com/author/stephen-leacock/short-story/my-financial-career>
3. <https://americanliterature.com/author/hh-munro-saki/short-story/the-open-window>
4. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	9	1	1	9	3	9	35
CO2	9	9	3	9	9	9	9	57
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	3	9	9	9	57
CO5	9	9	1	1	9	9	9	47
Total	39	45	23	23	45	39	45	259

Low-1

Medium-3

High-9

Part II-Language II –Language through Literature II-Level I

(For Students Admitted from 2022-23)

Semester: II**Subject Code: IBLEI22****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To develop the knowledge in conversational English
2. To gain proficiency in the use of language

Unit I**(15 hours)****Poetry**

Shakespeare

- "Sonnet XVIII"

Keats

- "Ode on a Grecian Urn"

- Activity:** 1) Using Dictionaries and Thesaurus
2) Retelling the poem
3) Synonyms and Antonyms

Unit II (15 hours)

Prose

- Helen Keller - "Three Days to See"
George Bernard Shaw - "How I Became a Public Speaker"

- Activity:** 1) Formal Speech: Welcome Speech and Vote of Thanks
2) Informal Speech: Welcome Party and Farewell Party

Unit III (15 hours)

Short Story

- R K Narayan - "The Gateman's Gift"
Edgar Allan Poe - "Some Words with a Mummy"

- Activity:** 1) Writing Opinion Pieces (on travel, food, film, book review etc.)
2) Expansion of Proverbs

Unit IV (15 hours)

One Act Play

- Holworthy Hall & Robert Middlemass - *The Valiant*

- Activity:** 1) Script Writing
2) Skit

Unit V (15 hours)

Grammar in Context

Adverbs & Prepositions.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Remember the meaning of words
CO 2: Demonstrate formal and informal speech
CO 3: List out ideas in writing
CO 4: Produce own script and design skit for performance
CO 5: Determine adverbs and preposition from text

Text Books:

1. Shakespeare, William. *Sonnet XVIII*. United Kingdom, Incline Press, 2016.
2. Keats, John. *Ode on a Grecian Urn (Complete Edition)*. Germany, E-Artnow, 2019.
3. Poe, Edgar Allen. *Some Words with a Mummy*. N.p., Create Space Independent Publishing Platform, 2017.
4. Hall, Holworthy & Robert Middlemass. *The Valiant*. United States, Concord Theatricals, 2018.

Reference Books:

1. Keller, Helen, et al. *The Story of My Life*. United States, Norton, 2007.

2. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <http://www.shakespeares-sonnets.com/sonnet/18>
2. <https://www.sparknotes.com/poetry/keats/section4/>
3. <http://sittingbee.com/gatemans-gift-r-k-narayan/>
4. <https://booksvoooks.com/the-valiant-pdf-lesley-livingstonhtml>
5. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	9	3	9	41
CO2	9	9	9	3	9	9	9	57
CO3	9	9	9	3	9	9	9	57
CO4	9	9	9	9	9	9	9	63
CO5	9	9	1	1	9	9	9	47
Total	45	45	29	17	45	39	45	265

Low-1
Medium-3
High-9

Part II-Language II- Language through Literature II- Level II

(For Students Admitted from 2022-23)

Semester: II

Subject Code: IBLEII22

Hours / Week: 5

Credit: 3

Course Objectives:

1. To learn new vocabularies
2. To use contextual clues to guess meaning

Unit I

(15 hours)

Poetry

Sarojini Naidu

- "Coromandel Fishers"

Nissim Ezekiel

- "Night of the Scorpion"

Activity: 1) Reading aloud to identify point of view and perspective

2) Vocabulary learning

Unit II

(15 hours)

Prose

B R Nanda

- "A Hero on Probation"

Carl Sagan

- "Our Ancestors"

Activity: 1) Note Taking

2) Summarising

Unit III (15 hours)**Short Story**

- O Henry - "The Gift of the Magi"
 Guy De Maupassant - "The Necklace"
Activity: 1) Forming compound words 2) Clipped words

Unit IV (15 hours)**Composition**

Dialogue Writing – Precis Writing.

Unit V (15 hours)**Grammar in Context**

Auxiliaries – Modals – Tenses.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Identify the meaning of words

CO 2: Apply the reading strategies

CO 3: Distinguish compound words and clipped words

CO 4: Develop writing skill

CO 5: Determine the grammatical structures from the text

Text Books:

1. Nanda, B. R. *Gandhi: A Pictorial Biography*. N.p., Greenleaf Books, 1994.
2. Druyan, Ann, and Sagan, Carl. *Shadows of Forgotten Ancestors: A Search For Who We Are*. United Kingdom, Random House, 1992.
3. Henry, O. *The Gift of the Magi*. United States, Aladdin, 1997.

Reference Books:

1. Naidu, Sarojini. *The Golden Threshold*. United Kingdom, W. Heinemann, 1906.
2. *The Golden Quill Anthology*. United States, Golden Quill Press, 1968.
3. *Prose and Poetry for Young Readers and Writers*. United States, L.W. Singer, 1964.
4. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://allpoetry.com/The-Coromandel-Fishers>
2. <https://allpoetry.com/Night-of-the-Scorpion>
3. http://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/UG_Common%20UG%20Part-II_English_12_Part%20II-%20English%20Paper-I%20_%20Under%20Graduate_Binder.pdf
4. https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_mag_i_0.pdf

5. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	9	3	9	41
CO2	9	9	9	3	9	9	9	57
CO3	9	9	1	1	9	3	9	41
CO4	9	9	9	3	9	9	9	57
CO5	9	9	1	1	9	3	9	41
Total	45	45	21	9	45	27	45	237

Low-1

Medium-3

High-9

Part II-Language II –Language through Literature III-Level I

(For Students Admitted from 2022-23)

Semester: III

Subject Code: IBLEI32

Hours / Week: 5

Credit: 3

Course Objectives:

- To enhance the Listening, Speaking, Reading and Writing skills
- To learn grammatical structures for effective communication

Unit I

(15 hours)

Poetry

Wilfred Owen - "Strange Meeting"

Stephen Spender - "The Express"

Activity: 1) Pronunciation Practice (without Phonetics symbols)

2) Denotation and Connotation

Unit II

(15 hours)

Prose

Roger Hunt & John Shelley - "Computers and Common Sense"

Neville Cardus - "The Golden Age of Cricket"

Activity: 1) Paragraph Writing 2) Essay Writing

Unit III

(15 hours)

Short Story

Nadine Gordimer - "Comrades"

Sir Arthur Conan Doyle - "The Dying Detective"

Activity: 1) Participating in face to face and online meeting

2) Minutes of the meeting

Unit IV

(15 hours)

LSRW Skills

Listening Skill – Listening to Ted Talks

Speaking Skill – Making short formal presentation

Reading Skill – Reading aloud famous speeches

Writing Skill – Writing emails

Unit V**(15 hours)****Grammar in Context**

Sentence Patterns, Sentence types, Conjunctions & Interjections.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Express the language in clarity**CO 2:** Associate the ideas in writing**CO 3:** Take part in any interview**CO 4:** Transform learnt language skills at workplace**CO 5:** Deduct and determine sentence patterns and sentence types from text**Text Books:**

1. Strange Meeting, by Wilfred Owen. N.P.
2. Hunt, Roger, and Shelley, John. Computers and Commonsense. India, Prentice Hall, 1979.
3. Hamilton, Duncan. The Great Romantic: Cricket and the Golden Age of Neville Cardus -Winner of the William Hill Sports Book of the Year. United Kingdom, Hodder & Stoughton, 2019.

Reference Books:

1. Ewart, Gavin. Stephen Spender: *Selected Poems (Icarus ; The Shadow of a War ; The Express ; A Footnote; Song; Subject: Object: Sentence)*. United Kingdom, British Council, 1971.
2. Syamala,V. *Effective English Communication forYou*. Chennai: Emerald Publishers, 2010.
3. Bhatnagar, Nitin and Mamta Bhatnagar (Ed.). *Effective Communication and Soft Skills*. India, Pearson Education India, 2011.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://www.poetryfoundation.org/poems/47395/strange-meeting>
2. <https://englishsummary.com/express-stephen-spender/>
3. [https://www.arthur-conan-doyle.com/index.php/The_Dying_Detective_\(TV_episode_1994\)](https://www.arthur-conan-doyle.com/index.php/The_Dying_Detective_(TV_episode_1994))
4. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	3	9	9	57
CO2	9	9	9	9	3	9	9	57
CO3	9	9	1	9	9	9	9	55
CO4	9	9	3	1	9	9	9	49
CO5	9	9	1	1	9	3	9	41
Total	45	45	23	29	33	39	45	259

Low-1

Medium-3

High-9

Part II-Language II- Language through Literature III- Level II

(For Students Admitted from 2022-23)

Semester: III**Hours / Week: 5****Subject Code: IBLEII32****Credit: 3****Course Objectives:**

1. To develop the translation skill
2. To enhance the proficiency in writing

Unit I**(15 hours)****Poetry**

Khalil Gibran -

“Buying and Selling”

Tagore -

“Where the Mind is Without Fear”

Activity: 1) Retell the poem

- 2) Using Dictionary and Thesaurus

Unit II**(15 hours)****Prose**

Catharine M Wilson -

“The Cat”

Jim Carbett -

“A Deed of Bravery”

Activity: 1) Translation of proverbs

- 2) Translation of passages

Unit III**(15 hours)****Short Story**

Ernest Hemingway -

“A Day’s Wait”

Ambrose Bierce -

“A Horseman in the Sky”

Activity: 1) Narrative writing

- 2) Script Writing

Unit IV**(15 hours)****Composition**

Comprehension – Report Writing.

Unit V**(15 hours)****Grammar in Context**

Voice – Direct and Indirect.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Remember meanings of words**CO 2:** Connect the structures of languages**CO 3:** Organize the ideas into a coherent paragraph**CO 4:** Construct meaningful sentences**CO 5:** Deduce and determine the grammatical structures from the text

Text Books:

1. Hemingway, Ernest. *The Complete Short Stories of Ernest Hemingway: The Finca Vigía Edition*. Kiribati, Scribner, 1998.
2. Bierce, Ambrose. *A Horseman in the Sky; A Watcher by the Dead; The Man and the Snake* (Classic Reprint). United States, Fb&c Limited, 2017.
3. Rizvi, Ashraf. *Effective Technical Communication*. New Delhi, Tata McGraw Publishing Company, 2nd Edition, 2017.

Reference Books:

1. Gibran, Kahlil. *Kahlil Gibran's Little Book of Life*. United States, Hampton Roads Publishing Company, Incorporated, 2018.
2. Tagore, Rabindranath. *Gitanjali*. United States, Wilder Publications, 2008.
3. *Reflections: An Anthology of Short Stories* edited by R Sundaraju, Emerald Publishers, 1995.
4. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://poets.org/poem/buying-and-selling-0>
2. <https://allpoetry.com/where-the-mind-is-without-fear>
3. <https://interestingliterature.com/2021/04/ernest-hemingway-a-days-wait-influenza-story-summary-analysis/amp/>
4. <https://americanliterature.com/author/ambrose-bierce/short-story/a-horseman-in-the-sky>
5. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	9	3	9	41
CO2	9	9	3	1	9	3	9	43
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	3	9	9	9	57
CO5	9	9	1	1	9	9	9	47
Total	45	45	23	15	45	33	45	251
	Low-1		Medium-3			High-9		

Part II-Language II –Language through Literature IV- Level I

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: IBLEI42****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To enhance the communication skill
2. To develop the knowledge in IT literacy

Unit I (15 hours)**Novel**Jane Austen - *Pride and Prejudice***Activity:** 1) Role Play
2) Wrap-up**Unit II (15 hours)****Drama**Shakespeare - *The Merchant of Venice***Activity:** 1) Enact
2) Group Discussion**Unit III (15 hours)****LSRW Skills**

Listening Skill – Listening and responding to complaints & Listening to problems and offering solutions

Speaking Skill – Conversation Practice

Reading Skill – Reading aloud brief motivational anecdotes

Writing Skill – Writing letters of application

Unit IV (15 hours)**Study Skills**

Use the internet as a resource

- 1) Online search
- 2) Know the keyword
- 3) Refine your search
- 4) Guidelines for using the resources
- 5) E-learning resources of Government of India
- 6) Terms to know

Unit V (15 hours)**Grammar in Context**

Idioms & Phrases, Collocation.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Restate the content in clarity**CO 2:** Dramatise the literary content**CO 3:** Develop good communication skill**CO 4:** Build knowledge in using internet**CO 5:** Persuade language in text**Text Books:**

1. Austen, Jane. *Pride and prejudice*. India, Penguin Publishing Group, 2003.
2. Shakespeare, William. *The Merchant of Venice*. United States, Simon & Schuster, 2004.
3. Rizvi, Ashraf. *Effective Technical Communication*. New Delhi, Tata McGraw Publishing Company, 2nd Edition, 2017.

Reference Books:

1. Syamala, V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.
2. Bhatnagar, Nitin and Mamta Bhatnagar (Ed.). *Effective Communication and Soft Skills*. India, Pearson Education India, 2011.
3. "National Educational Technology Standards for Students". United States, International Society for technology in Education, 2007.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://www.britannica.com/topic/Pride-and-Prejudice>
2. <https://www.sparknotes.com/shakespeare/merchant/>
3. <https://learnenglish.britishcouncil.org/skills/listening>
4. <https://www.sparknotes.com/lit/pride/summary/>
5. <https://www.youtube.com/watch?v=J9q7h9b-KWs>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	1	9	3	9	43
CO2	9	9	3	3	9	9	9	51
CO3	9	9	1	1	9	1	9	39
CO4	9	9	1	1	9	3	9	41
CO5	9	9	1	1	9	3	9	41
Total	45	45	9	7	45	19	45	215

Low-1

Medium-3

High-9

Part II- Language II- Language through Literature IV- Level II

(For Students Admitted from 2022-23)

Semester: IV**Subject Code: IBLEII42****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To learn new vocabularies and its meanings
2. To enhance communication skill

Unit I**(15 hours)****Poetry**

A K Ramanujan

- "Ecology"

Ernst Jandi

- "Asleep"

Activity: 1) synonyms and Antonyms

2) Idioms and Phrases

Unit II (15 hours)**Prose**

Mark Twain - "Monday Morning"

A G Gardener (Alpha the Plough) - "On Letter Writing"

Activity: 1) Blending of words 2) Syllabication

Unit III (15 hours)**Short Story**

Tim O' Brien - "The Things They Carried"

Jhumpa Lahiri - "A Temporary Matter"

Activity: 1) Small word talk 2) Formal Presentation

Unit IV (15 hours)**Composition**

Resume Writing– Email Writing.

Unit V (15 hours)**Grammar in Context**

Degrees of comparison – Simple, compound, complex.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Classify the meanings of words

CO 2: Practice blending of words

CO 3: Develop speaking skill

CO 4: Create resume for job

CO 5: Deduce and determine the grammatical structures from the text

Text Books:

1. O'Brien, Tim. *The things they carried*. United States, Broadway Books, 1998.
2. Gale, Cengage Learning. *A Study Guide for Jhumpa Lahiri's "A Temporary Matter"*. United States, Gale, Cengage Learning.
3. Rizvi, Ashraf. *Effective Technical Communication*. New Delhi, Tata McGraw Publishing Company, 2nd Edition, 2017. Print.

Reference Books:

1. Blackburn, Stuart H., et al. *A Flowering Tree and Other Oral Tales from India: A.K. Ramanujan* ; Edited with a Preface by Stuart Blackburn and Alan Dundes. India, University of California Press, 1997.
2. Shluger, Ephim, et al. *Historic Cities and Sacred Sites: Cultural Roots for Urban Futures*. United States, World Bank, 2001.
3. *Prose and Poetry for Young Readers and Writers*. United States, L.W. Singer, 1964.
4. Syamala,V. *Effective English Communication for You*. Chennai: Emerald Publishers, 2010.

Journals:

1. International Journal of Studies in English Language and Education
2. World Journal of English Language
3. International Journal of English Language and Linguistics

E-Resources:

1. <https://www.sparknotes.com/lit/thingscarried/>
2. <https://degmateng.wordpress.com/2019/03/05/unit-2-1s-5-asleep-ernst-jandl/>
3. <https://twain.lib.virginia.edu/tomsawye/text/TS6.html>
4. <https://www.trueblueguide.com/2020/09/on-letter-writing-ag-gardiner-essay.html>
5. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	9	3	9	41
CO2	9	9	1	1	9	3	9	41
CO3	9	9	3	3	9	3	9	45
CO4	9	9	3	3	9	3	9	45
CO5	9	9	1	1	9	3	9	41
Total	45	45	9	9	45	15	45	213

Low-1
Medium-3
High-9

Open Elective Course Offered for Other Major UG Students

(For Students Admitted from 2022-23)

Programme Structure

Sem	Part	Subject Code	Course	Subject Title	Hours/Week	Credit	CIA	ESE	Total Marks
III	IV	IBOE3EG	OEC	Writing for the Web	2	2	-	50	50
IV	IV	IBOE4EG	OEC	Communicative English	2	2	-	50	50

OEC - Writing for the Web

(For Students Admitted from 2022-23)

Semester- III**Subject Code: IBOE3EG****Hours / Week: 2****Credit: 2****Course Objectives:**

1. To understand the principles of creating an effective web page, including an in- depth consideration of information architecture
2. To develop skills in analysing the usability of a web site

Unit I**(6 hours)**

Knowing the web and its domain: Messages, Audience, Blogs, personal sites, portfolio sites, technical and corporate web writing.

Unit II (6 hours)

Copy right – How to protect your work - Creative Commons – How to selectively share your work
Focus on the audience – Personas and Scenarios.

Unit III (6 hours)

Content Writing: Style, Linear/Non-linear, Interactive stories, Good Grammar, Revising.

Unit IV (6 hours)

Working with Images, Photography, Sound and Collaborating.

Unit V (6 hours)

Unique features of writing for the web vs other media - Headlines, hierarchy, scannability, Interactivity, navigation, Writing Practice.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the principles of writing content for web

CO 2: Demonstrate skills in integrating photos, graphics, video, and text on web site

CO 3: Reorganize ideas according to interactive media and social media

CO 4: Create an own online blog

CO 5: Compare theory and practice of web writing techniques

Text Books:

1. Redish, Janice. *Letting Go of the words: Writing web content that Works*. Morgan Kaufmann, New York. 2012.
2. Lynda, Felder. *Writing for the Web, Creating Compelling web Content using Words, Pictures and Sound*, 2011.

Reference Books:

1. Crawford Kilian, *Writing for the Web*, Self- Counsel Press: Fifth Edition, Fifth edition August 15, 2015.
2. Hricko, Mary(Editor), *Design and Implementation of Web-Enabled Teaching Tools*, Idea Group Publishing, 2002.
3. Horton, Sarah and Quesenbery, Whitney. *Universal Design for Web Accessibility*, Rosenfield Media, 2014.

Journals:

1. The Internet Writing Journal
2. Wood Street Journal (International)
3. RELC Journal (International)

E-Resources:

1. <https://www.jimdo.com>
2. <https://www.bath.ac.uk>
3. <https://www.copyrightuser.org/understand/rights-permissions/protecting/>
4. <https://readabilityformulas.com/articles/writing-for-the-web-and-writing-for-print.php>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	3	9	9	9	57
CO3	9	9	9	3	9	9	9	57
CO4	3	9	3	1	3	3	9	31
CO5	9	9	9	9	9	3	1	49
Total	39	45	39	25	39	33	37	257

Low – 1 Medium – 3 High - 9

OEC – Communicative English

(For Students Admitted from 2022-23)

Semester: IV

Subject Code: IBOE4EG

Hours / Week: 2

Credit: 2

Course Objectives:

1. To understand the basic principles of communication
2. To have an appreciable understanding of English grammar

Unit I

(6 hours)

Introduction of Communicative English – Role and Importance of Communication – Types, Barriers and Process of Communication.

Unit II

(6 hours)

Parts of Speech, Gerund, Infinitives, Articles, Preposition, Transformation of Sentence.

Unit III

(6 hours)

The Organs of Speech, Consonants and Vowels of Phonetics.

Unit IV

(6 hours)

Errors Spotting, Eliminating Repetition, Double Negatives, Idioms and Phrases (50 Words).

Unit V

(6 Hours)

Conversational English, How to write a letter, Report Writing, Resume Design.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the basic concepts of communication

CO 2: Apply the skills of communication to communicate effectively

CO 3: Examine the effective usage of grammar in functional English

CO 4: Scrutinize the art of pronunciation

CO 5: Construct and edit the letters, reports and resume on their own

Text Books:

1. Rizvi, Ashraf. *Effective Technical Communication*. New Delhi, Tata Mc Graw Publishing Company, 2nd Edition, 2017.

- Lidiya K, Rajesh. *Communicative English*. New Delhi, Oxford University Press, 2012.
- Syamala V. *Effective English Communication for You*. Chennai, Emerald Publishers, 2010.
- Skandera, Paul and Burleigh, Peter. *A Manual of English Phonetics and Phonology*. Gunter Narr, Germany, 2016.

Reference Books:

- Kannan S, Padmasani. *Communicative English*. Chennai: MJP Publishers, 2012.
- Ganesan M, Karthigai. *Enrichment of English for Career Development*. Chennai: New Century Book House, 2015.
- Davenport, Mike and Hannahs, S.J. *Introducing Phonetics and Phonology*. New York: Routledge, 2010.

Journals:

- The Journal of Communicative English
- International Journal of Communication and Linguistic Studies
- Shanlax International of English

E-Resources:

- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Parts_of_Speech](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Parts_of_Speech)
- <https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>
- <https://testbook.com/learn/english-grammar-error-spotting/>
- <https://www.scribbr.com/academic-writing/repetition-redundancy/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	3	9	9	9	57
CO3	9	9	9	3	9	9	3	51
CO4	3	9	3	1	3	3	9	31
CO5	9	9	9	9	9	3	1	49
Total	39	45	39	25	39	33	31	251

Low – 1 Medium – 3 High - 9

General Interest Course - III

(For Students Admitted from 2022-23)

**Life Skills and Value Education Offered for II Year UG Students
Programme Structure**

Sem.	Part	Subject	Course	Subject Title	Hours/Week	Credit	CIA	ESE	Total
IV	IV	IBLVE4	General Interest Course – III	Life Skills and Value Education	2	2	-	50	50

General Interest Course III
Life Skills and Value Education
 (For Students Admitted from 2022-23)

Semester: IV
Subject Code: IBLVE4

Hours / Week: 2
Credit: 2

Course Objectives:

1. To enhance the thinking in a better aspect and the democratic way of living
2. To develop good citizenship and standard of living and behaviour

Unit I

(6 hours)

Values and Individual

Values, meaning – the significance of values; Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities – classification of values.

Unit II

(6 hours)

Salient values for life

Self-discipline, self-confidence, self-initiative, empathy, compassion, forgiveness, honesty and courage. Truth, commitment, and integrity, forgiveness and love, and ability to sacrifice, care, unity, and inclusiveness, Self-esteem and self-confidence, and punctuality.

Unit III

(6 hours)

History of Value Education

Humanism and humanistic movement in the world and in India – Literature on the teaching of values under various religions like Hinduism, Buddhism, Christianity, Jainism, Islam, etc. Islam Invasion – Moghul invasion – British Rule – culture clash – Bhakti cult – social Reformers and their role in value education.

Unit IV

(6 hours)

Twenty first century skills

Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking, Functions of Left Brain & Right brain, Convergent & Divergent Thinking, Critical reading & Multiple Intelligence.

Unit V

(6 hours)

Life skills for professionals

Positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, Focus on self-control, Taking on challenges, Self-Directed, Engaged learning, personality development, IQ, EQ, and SQ.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Understand the value based life

CO 2: Develop the essential steps to become a responsible leader

CO 3: Choose the values and ethics in life to become a good citizen

CO 4: Build interpersonal skill in personal and professional life

CO 5: Prove as self-confident and self-motivated to face the competitive world

Text Books:

1. Rao, Ravikanth k Dr and Dinara P Dr. *Life Skills Education*. Neelkamal Publications: Hyderabad, 2016.
2. Ghose D N. *A Text Book of Value Education*. Dominant Publisher: Delhi, 2005.

Reference Books:

1. Baradwaj K S Dr. *New Dimensions on Value Education*. Balaji world of Books: Delhi, 2019.
2. Behra, Santosh Kumar and Duarah, Mouchumi. *Value Education in the 21st century*. New Delhi Publishers: Calcutta, 2019.
3. Das Ganesh and Mahji, Indrani. *Value Education*. Laxmi Publications: New Delhi, 2018.

Journals:

1. International Journal of Adolescence and Youth
2. International Journal of STEM Education
3. International Journal of Advanced Research

E-Resources:

1. <https://gupshups.org/value-education/>
2. <https://www.dypiemr.ac.in/images/value-added-courses/vac/Content-for-Value-Education.pdf>
3. <https://vikaspedia.in/health/women-health/adolescent-health-1/management-of-adolescent-health/life-skills>
4. <https://www.indeed.com/career-advice/career-development/professional-skills>
5. <https://www.ugc.ac.in/e-book/SKILL%20ENG.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	1	3	1	1	9	27
CO2	9	3	3	1	3	9	9	37
CO3	9	9	3	3	9	3	9	45
CO4	9	3	3	3	9	9	9	45
CO5	9	9	1	9	3	3	9	43
Total	45	27	11	19	25	25	45	197

Low-1 Medium-3 High-9

Extra Credit-Employability Skills

PREAMBLE

- Extra Credit-Skills for Employability Development is changed as Employability Skills and the course is moved from Semester IV to Semester III. The content of the course is completely revised

For PG Programme
Extra Credit-Employability Skills
(For Students Admitted from 2022-23)

Semester: III**Subject Code: HMESX3****Credit: 2****Course Objectives:**

1. Get ready the students for job market with good communication skill
2. Appear for interviews and make presentations confidently

Unit I**Behavioural Skill**

Personal Strength Analysis-Perception Management-Social Etiquette.

Unit II**Communication Skill**

Self-Introduction- Verbal Communication-Non-Verbal Communication-Campus to Work.

Unit III**I.T. Literacy**

MS-Word-File Conversion & Reducing File Size-Web browsers & Search Engines-Email-Mobile Application-Online CV.

Unit IV**Entrepreneurship Skill**

Need of becoming Entrepreneur-Ways to become a good Entrepreneur-Different Government Institutions/Schemes Promoting Entrepreneur-Day to day mechanism for maintaining an enterprise.

Unit V**Preparation to the World of Work**

Career Plan-Basic Professional Skill-Career Pathways-Search and Apply for a Job.

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Identify a planned approach towards career
- CO 2:** Associate skills and interests with chosen career path
- CO 3:** Take part in group discussions
- CO 4:** Develop thinking ability
- CO 5:** Perceive personal interviews through mock interviews

Text Books:

1. McInotsh M Esther, Doug Graham & Deepthi Lamaheewa. “Trainer Manual for Soft Skills: Applied for Entry Level Occupation”. WUSC-ASSET Project, Srilanka, 2019.
2. Lata, Pushp, and Kumar, Sanjay. *Communication Skills*, 2nd Edition. India, Oxford University Press, 2015.
3. Maluth, John Monyjok. *Basic Computer Knowledge*. N.p., Independently Published, 2016.
4. Khanka, S S. *Entrepreneurial Development*. S Chand and Company Limited, New Delhi, 2001.
5. Ann, Mary Bailey. *Finding the Right Career Path: Wetfeet Insider Guide*. Wetfeet.Com Publisher, 2006.

Reference Books:

1. Rath, Tom, et al. *Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow*. Philippines, Gallup Press, 2009.
2. Chaturvedi, P. D. *Business Communication: Concepts, Cases and Applications* (for Chaudhary Charan Singh University). N.p., Dorling Kindersley (India), 2011.
3. Morrison, Connie, and Wells, Dolores. *Computer Literacy BASICS*. United States, Cengage Learning, 2012.
4. *Promoting Entrepreneurship and Innovative SMEs in a Global Economy*. France, OECD Publishing, 2008.
5. Janson, Simone. *Wanted! The Job of Your Dreams – Better Career Choice Reorientation Job Application: Develop Your Skills Potential & Self-confidence, Discover Chances & Strategies, Achieve Goals*. Germany, Best of HR – Berufebilder.de®, 2021.

Journals:

1. International Journal on Procedia-Social Sciences and Behaviour
2. e-Journal of Business Education & Scholarship of Teaching
3. Journal of Further and Higher Education

E- Resources:

1. <https://opentextbc.ca/organizationalbehavioropenstax/chapter/employee-abilities-and-skills/>
2. <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/>
3. <https://www.avantixlearning.ca/microsoft-word/reduce-file-size-large-word-documents-avoid-bloat-slowness-corruption-crashes/>
4. <https://support.microsoft.com/en-us/office/video-resumes-in-word-ce00832f-8388-4291-a417-0f70cd2e5914>
5. <https://gfgc.kar.nic.in/mccw-mysore/FileHandler/410-00295b1f-7b5c-49b1-ae68-3debdd957e67.pdf>
6. <https://learnenglish.britishcouncil.org/skills/listening>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	9	9	9	9	63
CO3	9	9	9	3	9	9	9	57
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	45	45	39	45	45	45	309

Low-1

Medium-3

High-9

For UG Programme

PREAMBLE

- Extra Credit-Skills for Employability Development is changed as Employability Skills and the course is moved from Semester VI to Semester V. The content of the course is completely revised

Extra Credit- Employability Skills

(For Students Admitted from 2022-23)

Semester: V

Credit: 2

Subject Code: IBESX5

Course Objectives:

1. To create awareness on the skills necessary for getting, keeping and being successful in a profession
2. To expose the students to leadership and team-building skills

Unit I

Introduction to Soft Skill.

Unit II

Self-management.

Unit III

Critical thinking development.

Unit IV

Reflective thinking and writing.

Unit V

Group work and Peer to peer interaction.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Recognize prioritizing tasks

CO 2: Construct personal strategies for independent learning

CO 3: Communicate clearly and precisely to interested audience in a range of different contexts

CO 4: Consider and respect others' point of view in offering constructive feedback to others

CO 5: Lead team while working for a task

Text Book:

1. Alfredo, Becky and Alison. *Soft Skills (Academic Guide and Teaching Materials)*. Shoo fly publishing, Ukraine, 2015.

Reference Books:

1. Rao, Manchanahalli Satyanarayana. *Soft skills-enhancing employability: connecting campus with corporate*. IK International Pvt Ltd, 2010.
2. Verma, Shalini. *Enhancing employability@ soft skills*. Pearson Education India, 2012.

Journals:

1. International Journal of Trend In Scientific Research and Development
2. International Journal of Evaluation and Research in Education (IJERE)
3. International Journal on Industry and Higher Education

E-Resources:

1. <https://www.exeter.ac.uk/ambassadors/HESTEM/resources/General/STEMNET%20Employability%20skills%20guide.pdf>
2. http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/Chapter_1_Introduction.PDF

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	9	9	9	9	63
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	45	45	45	45	45	45	315

Low-1

Medium-3

High-9

CERTIFICATE PROGRAMME IN TEACHING SKILLS

(For Students Admitted from 2022-23)

Programme Specific Outcomes

PSO1: Acquire the recent skills in teaching and learning to meet the challenges in the current scenario

PSO2: Implant the passion for teaching and developing the teaching strategies

PSO3: Gain an advanced understanding of technology oriented teaching and learning

Programme Structure

Subject Code	Course	Subject Title	Hrs	Credits	Marks
HCTS1	Core I	Teaching Skills	30	5	100
HCTS2P	Core II	Teaching Skills (Practical)	50	5	100
Total			80	10	200

TEACHING SKILLS

(For Students Admitted from 2022-23)

Subject Code: HCTS1**Hours : 30****Credit: 5****Unit I****(6 hours)****Background to Language Teaching**

Presentation Techniques and Introductory Activities

Practice Activities and Tasks for Language and Skills Development Assessment Types and Tasks

Unit II**(6 hours)****Planning and Preparing a Lesson or Sequence of Lessons**

Identifying and Selecting Aims

Identifying the Different Components of a Lesson Plan

Planning an Individual Lesson or a Sequence of Lessons Choosing Assessment Activities

Unit III**(6 hours)****Selection and Use of Resources and Materials**

Consulting Reference Resources to Help in Lesson Preparation

Selection and Use of Course Book Materials

Selection and Use of Supplementary Materials and

Activities Selection and Use of Aids

Unit IV**(6 hours)****Classroom Management**

Teaching Roles

Grouping Students

Correcting Learners

Giving Feedback

Unit V**(6 hours)****TKT Practice Test**

Sample TKT Answer Sheet

Exam Tips for TKT

Answer Key for Follow-up Activities

Answer Key for TKT Practice Tasks Answer Key for TKT Practice Tests

Alphabetical List of Terms

Unit by Unit List of Terms Phonemics Symbols Acknowledgements

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Know the role of English in India in the right perspective and the rationale for learning English as a second language**CO 2:** Acquire knowledge of the current trends in the teaching of English**CO 3:** Invent their own tools to teach English in better way**CO 4:** Prepare lesson plans**CO 5:** Acquire classroom management skills

Text Books:

1. Williams, Melanie, et al. *The TKT Course Modules 1, 2 and 3*. Germany, Cambridge University Press, 2011.
2. Woodward, Tessa. *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. United Kingdom, Cambridge University Press, 2001.
3. *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. United States, Taylor & Francis, 2013.

References Books:

1. Spratt, Mary and Pulverness Alan and Williams Melanie. *The TKT Course*. Cambridge: Cambridge University Press, 2005.
2. Doff, Adrian. *Trainer's Handbook: Teach English*. Cambridge: Cambridge University Press, 2004.
3. Lazae, Gillian. *Literature and Language Teaching*. Cambridge: Cambridge University Press, 1993.

E-Resources:

1. <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/prepare-for-tkt/>
2. <https://www.cambridgeenglish.org/images/269814-tkt-module-1-sample-paper-document.pdf>

TEACHING SKILLS (PRACTICAL)

(For Students Admitted from 2022-23)

Subject Code: HCTS2P**Hours: 50****Credit: 5****Teaching Practice**

Students opting for this course are expected to submit a report based on their teaching experience during their teaching practice for 4 days and report (Print & Electronic) submission should not exceed 50 pages.

External marks-	-50
Internal marks	<u>-50</u>
	<u>100</u>

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Develop basic ability of teaching**CO 2:** Practical teaching experience**CO 3:** Undergo the real time training to meet out the recent challenges**CO 4:** Learn and familiarize the components of teaching**CO 5:** Improve the technicality of teaching skills for effective classroom teaching**Reference Books:**

1. Stahl, Garth, et al. *Real-Time Coaching and Pre-Service Teacher Education*. Singapore, Springer Singapore, 2017.
2. *The Active Teacher: Practical Strategies for Maximizing Teacher Effectiveness*. United States, SAGE Publications, 2009.

DIPLOMA IN PROGRAMME IN TEACHING SKILLS

(For Students Admitted from 2022-23)

Programme Structure

Subject Code	Course	Subject Title	Hrs	Credits	Marks
HDTS1	Core I	Teaching Skills–paper I	30	5	100
HDTS2	Core II	Teaching Skills–Paper II	30	5	100
HDTS3P	Core III	Teaching Skills –Practical	50	5	100
Total			110	15	300

TEACHING SKILLS– PAPER I

(For Students Admitted from 2022-23)

Subject Code: HDTS1**Hours: 30****Credit: 5****Unit I****(6 hours)**

Aims of Teaching

Teacher's Role in the 21st Century Nature of Learning**Unit II****(6 hours)**

Growth and Development

Stages of Development

Development of Mental Abilities: Attention and Perception

Unit III**(6 hours)**

Motivation

Intrinsic Motivation Extrinsic Motivation

Role of Rewards and Punishments

Goal as a Motivational Factor

Unit IV**(6 hours)**

Intelligence

Nature of Intelligence – Theories of Intelligence

Assessment of Intelligence

Teaching Large Heterogeneous Classes

Unit V**(6 hours)**

Learning Styles

Types of Learning Styles

Factors Affecting Learning Disabilities

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Know the rationale for learning and teaching English as a second language

CO 2: Acquire knowledge of the current trends in the teaching of English

CO 3: Invent their own tools to teach English in better way

CO 4: Identify students with learning disabilities and teach accordingly

CO 5: Motivate and encourage students to pursue their goal

Text Books:

1. Wragg, E.C.(ed.).*Classroom Teaching Skills*. United Kingdom, Taylor & Francis Group, 2016.
2. Cooper, James M. *Classroom Teaching Skills*. United States, Cengage Learning, 2014.
3. *Learning Strategies and Learning Styles*. Germany, Springer US, 2013.
4. Gardner, Howard. *Multiple Intelligences: The Theory in Practice*. United States, Basic Books, 1996.

Reference Books:

1. Ur, Penny. A *Course in Language Teaching Practice and Theory*. London, Cambridge University Press, 1996.
2. Krishnaswamy N and Lalitha K. *Methods of Teaching English*. Macmillan, India LTD, 2006.
3. Spratt, Mary and Pulverness Alan and Williams Melanie. *The TKT Course*. Cambridge, Cambridge University Press, 2005.
4. Doff, Adrian. *Trainer's Handbook: Teach English*. London, Cambridge University Press, 2004.
5. Lazae, Gillian. *Literature and Language Teaching*. London, Cambridge University Press, 1993.

E-Resources:

1. <https://www.teachingenglish.org.uk/article/aims#:~:text=Aims%20are%20what%20teachers%20and,a%20lesson%20or%20a%20course.&text=Aims%20on%20lesson%20plans%20often,involvement%20learners%20in%20setting%20them>.
2. <https://sprigghr.com/blog/hr-professionals/extrinsic-intrinsic-motivation-examples-whats-the-difference/>
2. <https://www.verywellmind.com/theories-of-intelligence-2795035>

TEACHING SKILLS– PAPER II

(For Students Admitted from 2022-23)

Subject Code: HDTS2

Hours: 30

Credit: 5

Unit I

(6 hours)

Lesson Plan

What does a Lesson Involve?

Lesson Preparation

Practical Lesson Management

Unit II (6 hours)

Visual aids
Using Black Board and Smart Board Worksheets
Flash Cards Posters

Unit III [Activities] (6 hours)

Ice Breakers Classroom Interaction Questioning
Group Work, Pair Work

Unit IV (6 hours)

Assessing students Principles of Testing Types of Tests
Descriptive Analysis of Students' Mark

Unit V (6 hours)

Teacher development
Practice Reflection Sharing
Teacher Appraisal

Course Outcomes:

After successful completion of this course, student will be able to

- CO 1:** Know the role of English in India in the right perspective and the rationale for learning English as a second language
CO 2: Demonstrate proficiency in teacher role
CO 3: Develop the skill of teaching method
CO 4: Prepare lesson plans
CO 5: Learn How to Assess Students

Text Book:

1. Stronge, James, et al. *Planning, Instruction, and Assessment: Effective Teaching Practices*. United States, Taylor & Francis, 2013.

Reference Books:

1. Ur, Penny. *A Course in Language Teaching Practice and Theory*. London, Cambridge University Press, 1996.
2. Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Chennai, Orient Longman, 1996.
3. Spratt, Mary and Pulverness Alan and Williams Melanie. *The TKT Course*. Cambridge, Cambridge University Press, 2005.
4. Doff, Adrian. *Trainer's Handbook: Teach English*. Cambridge, Cambridge University Press, 2004.
5. Lazae, Gillian. *Literature and Language Teaching*. Cambridge, New York: Cambridge University Press, 1993.

TEACHING SKILLS– PRACTICAL

(For Students Admitted from 2022-23)

Subject Code: HDTS3P**Hours: 50****Credit: 5****Evaluation**

7 days teaching practice

A report (hardcopy) should be submitted by each student. A report should contain

Description of a class, procedures followed in teaching evaluative report of students' progress

External mark	-	50
Internal mark	-	50
		100

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Experience teaching in a classroom setting**CO 2:** Acquire presentation skills for teaching**CO 3:** Learn to write report**CO 4:** Learn different methods of teaching**CO 5:** Acquire classroom management skills**Reference Books:**

1. Buck, Jemma, and Wightwick, Christopher. Teaching and Learning Languages: A Practical Guide to Learning by Doing. United Kingdom, Taylor & Francis, 2013.
2. Pollnow, Michele, et al. A Practical Guide to Teaching and Learning. United States, R&L Education, 2012.