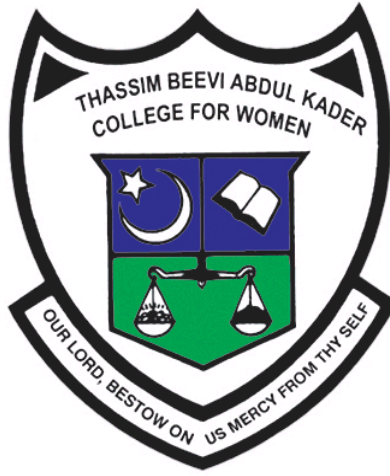


THASSIM BEEVI ABDUL KADER COLLEGE FOR WOMEN

A Minority Institution Sponsored by Seethakathi Trust, Chennai.
Recognized by DBT under Star College Scheme, Ministry of Science and Technology, Govt of India.
An Autonomous Institution Affiliated to Alagappa University, Karaikudi.
Accredited by NAAC with "A" Grade [CGPA: 3.16] & ISO 9001:2015 Certified Institution.
Recognized by UGC under 2(f) & 12 (B).
Kilakarai – 623517, Ramanathapuram District



Academic Year 2025-2026

DEPARTMENT OF ENGLISH

XXI ACADEMIC COUNCIL

30.05.2025

ANNEXURE - W

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**Department of English
Academic Year 2025-26**

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 2025-26)

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

The following courses have been partly revised:

- The NPTEL Integrated Course has been relocated from the III Semester Course Core XI -Research Methodology and Academic Writing to the IV Semester Core XII – Subaltern Literature - to optimize the learning trajectory.
- A new course in Semester III, Core XI titled **Literary Cartography in Fiction** has been newly introduced.
- Unit VI is newly introduced as “Self-study” component to enhance students to prepare well for Competitive Examinations, such as TNPSC Group I & II, SET /NET focusing on the prescribed units in all Core/ DSE courses of all Semesters excluding Project course.
- In Semester I – Core II: Comparative Literature, the Units (II –IV) have been reorganized. Also Unit I has been excluded and Unit IV has been newly introduced.
- In Semester I – Core IV: Translation Studies, the content in the Unit V has been replaced.
- In Semester I - DSE I- Teaching of English, the practical activity in Unit V has been changed as Internship.
- In Semester II – Core V: American Literature, the content in the Unit IV and V has been revised.
- In Semester IV – Core XII: Subaltern Studies, the content in the Unit III – reduced whereas Unit IV & V has been revised.
- In Semester IV – Core XIII: Green Studies, the content in the Unit II has been specified.

MA ENGLISH - PROGRAMME STRUCTURE
PROGRAMME CODE: PEG

Sem	Subject Code	Course	Subject Title	Hours / Week	Credit	@ SD ENT EMP	\$ REG NAT GLO	CIA	ESE	Total Marks
I	JMEGC11	Core I	Modern Literature (From late 19 th to 21 st century)	6	5	EMP	GLO	25	75	100
	JMEGC12	Core II	Comparative Literature	6	5	SD & EMP	REG, NAT & GLO	25	75	100
	JMEGC13	Core III	Indian and Diasporic Literature	6	5	EMP	REG, NAT & GLO	25	75	100
	JMEGC14	Core IV	Translation Studies	6	5	SD, ENT & EMP	REG, NAT & GLO	25	75	100
	JMEGE1A/ JMEGE1B	DSE I	Teaching of English/ Travel Writing (Online Internship [#])	6	5	SD, ENT & EMP	REG, NAT & GLO	25	75	100
	JMEGX1P / JMEGX1O	Extra Credit	Content Writing (Practical) /Online Course*	-	2	SD, ENT & EMP	NAT & GLO	-	100	100

			TOTAL	30	25+2			125	375+ 100	500+ 100
II	JMEGC21	Core V	American Literature	6	5	EMP	GLO	25	75	100
	JMEGC22	Core VI	English Language and Linguistics	6	5	SD & EMP	GLO	25	75	100
	JMEGC23	Core VII	Women's Literature & Gender Studies / NPTEL ^o	6	5	EMP	REG, NAT & GLO	25	75	100
	JMEGC24	Core VIII	Postmodern Literature	6	5	EMP	GLO	25	75	100
	JMEGE2APW/ JMEGE2BPW	DSE II	Magazine Production [Project] / Print Media (Online Internship [#])	6	5	SD, ENT & EMP	REG, NAT & GLO	25	75	100
	JMEGX2P / JMEGX2O	Extra Credit	Case Study (Practical) /Online Course*	-	2	SD & EMP	REG , NAT & GLO	-	100	100
			TOTAL	30	25+2			125	375 + 100	500+ 100
III	JMEGC31	Core IX	Psychology and Literature	6	5	SD & EMP	REG, NAT & GLO	25	75	100
	JMEGC32	Core X	Principles of Literary Criticism	6	5	SD & EMP	GLO	25	75	100

	JMEGC33	Core XI	Literary Cartography in Fiction	6	5	SD & EMP	NAT & GLO	25	75	100
	JMEGC34	Core XII	Research Methodology and Academic Writing	6	5	SD, ENT & EMP	REG, NAT & GLO	25	75	100
	JMEGE3APW/ JMEGE3BPW	DSE III	Documentary Preparation [Project] /Electronic Media Internship [Mini Project]	6	5	SD, ENT & EMP	REG, NAT & GLO	25	75	100
	JMESX3	Extra Credit	Employability Skills	-	2	SD & EMP	NAT & GLO	100	-	100
			TOTAL	30	25+ 2			125+ 100	375	500+ 100
IV	JMEGC41	Core XIII	Subaltern Literature /NPTEL*	6	5	EMP	REG, NAT & GLO	25	75	100
	JMEGC42	Core XIV	Green Studies	6	5	EMP	REG, NAT & GLO	25	75	100
	JMEGC43PW	Core XV	Project	12	5	SD & EMP	REG, NAT & GLO	100	100	200

JMEGX4P / JMEGX4O	Extra Credit	Book Review (Practical) /Online Course*	-	2	SD, ENT & EMP	NAT & GLO	-	100	100
		Library	6	-	SD	-	-	-	-
		TOTAL	30	15+ 2			150	250+10 0	400+100
		GRAND TOTAL	120	90+ 8			525 + 100	1375 +300	1900+ 400

* For Online Course credit alone will be assigned on submission of certificate obtained by appearing for online examination from EdX, Spoken Tutorial, NPTEL or Coursera etc.

#For internship courses, refer to www.internshala.com or any online internship course.

For online course integration, syllabus will be taken from spoken tutorial

@SD- Skill Development ENT-Entrepreneurship EMP-Employability

\$ REG-Regional NAT -National GLO -Global

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

(For Students Admitted from 2025-26)

Semester: I**Hours / Week: 6****Subject Code: JMEGC11****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***Self-study Component:**Henry James - *The Turn of the Screw* (1898)Katherine Mansfield - *Bliss* (1918)Mohsin Hamid - *Exit West* (2017)

Note: Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units and Competitive Examinations, such as TNPSC Group I & II exams.

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 Publg Platform, 2017.
7. James, Henry. *The Turn of the Screw*. Dover Publications, 1991.
8. Mansfield, Katherine. *Bliss, and Other Stories*. Constable, 1920.
9. Hamid, Mohsin. *Exit West*. Hamish Hamilton, 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 2025-26)

Semester: I
Subject Code: JMEGC12

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 - **Schools of Comparative Literature:** French school - American School - Indian School of Comparative Literature – Dravidian School.

Unit II **(18 hours)**

Categories of Comparative Literature

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

Unit III **(18 hours)**

Critical Essays

- 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 IV **(18 hours)**

Case Study:

1. Shakespeare's *Hamlet* VS. Girish Karnad's *Hayavadana*
(Themes: Existentialism, Identity, Fate VS. Free Will)
2. Virginia Woolf's *Mrs. Dalloway* VS. James Joyce's *Ulysses*

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

Report Submission -Students are expected to do a comparative study on any two literary works across the world in the form of a report, approximately 15 to 20 pages in length.

Self-study Component:

1. Comparative Reading of Characters: Mulk Raj Anand's *Untouchable* (Bhaka) and Harriet Beecher Stowe's *Uncle Tom's Cabin* (Uncle Tom)
2. Reading task: William Shakespeare's *Othello* and Toni Morrison's *Beloved* in psychoanalytic and feminist perspectives.
3. **Comparative Study -Literature and Other Areas of Knowledge:**
Literature and Film , R.K. Narayan & O. Henry , The Proverbs & Thirukural

Note: Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units and Competitive Examinations, such as TNPSC Group I & II exams.

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.
4. Anand, Mulk Raj. *Untouchable*. Penguin Modern Classics, 2001.
5. Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Dover Publications, 2005.
6. Shakespeare, William. *Othello*. Edited by E.A.J. Honigmann, Bloomsbury Arden Shakespeare, 2013.
7. Morrison, Toni. *Beloved*. Vintage International, 2004.

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.
3. Mishra, Binod. "Bakha and Tom: The Crushed Protagonists." *Indian Journal of Postcolonial Literatures*, vol. 12, no. 1, 2012, pp. 88–96.

4. Tompkins, Jane. *Sensational Designs: The Cultural Work of American Fiction, 1790–1860*. Oxford UP, 1985
5. Chelliah.S., *Comparative Literature: Its Theory and Practice*. Jeya Publications, Madurai, 2018.
6. Newton P. Stallknecht and Horst Frenz, Eds. *Comparative Literature: Method and Perspective*. University of Southern Illinois Press, (1961). Second Enlarged and modified edition, 1971.
7. Ulrich, Weinstein. *Comparative Literature and Literary Theory: Survey and Introduction*. Indian University Press, 1973

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_Overview
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
6. Anand, Mulk Raj. *Untouchable*. Full text at Internet Archive: <https://archive.org/details/in.ernet.dli.2015.209192>
7. Stowe, Harriet Beecher. *Uncle Tom's Cabin*. Project Gutenberg, 2005, <https://www.gutenberg.org/ebooks/203>
8. Shakespeare, William. *Othello*. Project Gutenberg, 1999, <https://www.gutenberg.org/ebooks/1531>
9. Morrison, Toni. *Beloved*. Limited preview on Google Books: <https://books.google.com/books/about/Beloved.html?id=9IwdAQAAMAAJ>

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 2025-26)

Semester: I

Subject Code: JMEGC13

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”

Unit III

(18 hours)

Drama

Manjula Padmanabhan -

Harvest

Uma Parameswaran -

Rootless but Green are the Boulevard Trees

Unit IV

(18 hours)

Short Story

Hugh Gantzer -

“The Blue Hills Where the Sun Never Sets”

Amar Bel -

“The Eternal Vine”

Unit V

(18 hours)

Novel

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Shashi Deshpande - *Small Remedies.*
 Bharathi Mukherjee - *The Tiger's Daughter*

Self-Study Component

1. Jhumpa Lahiri - *The Namesake*

(Areas to be analyzed: Identity, assimilation, generational conflict, and cultural hybridity.)

2. Rohinton Mistry - "Swimming Lessons & Other Stories" from *Firozsha Baag*

(Areas to be analyzed: Parsi immigrants in Canada & India, displacement, and nostalgia.)

3. Sujata Bhatt - "Search for My Tongue" and "A Different History"

(Areas to be analyzed: Language, loss, identity, and postcolonial Diasporas' sensibilities.)

Note: Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units and Competitive Examinations, such as TNPSC Group I & II exams.

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. Singh, Kushwant. *Best Indian Short Stories (Volume I)* Harper Collins Publishers, 2012.
4. Parameswaran, Uma. *Rootless but Green are the Boulevard Trees*. Mawenzi House Publishers Ltd, 2007.
5. Mukherjee, Bharathi. *The Tiger's Daughter*. Fawcett Publishers: USA, 1991.
6. Padmanabhan, Manjula. *Harvest*, Aurora Metro Books: England, 2003.
7. Lahiri, Jhumpa. *The Namesake*. HarperCollins, 2003.
8. Mistry, Rohinton. *Swimming Lessons and Other Stories from Firozsha Baag*. Penguin Books, 1989.
9. Bhatt, Sujata. *Point No Point: Selected Poems*. Carcanet Press, 2011.

Reference Books:

1. Dasan, AS. *The Rain and the Roots: The Indian English Novel Then and Now*. Sahridayata-Global Fellowship Academy, 2006.
2. Naik, M.K. *A History of Indian English Literature*. Sahitya Academy: New Delhi, 1982.

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 2025-26)

Semester: I**Subject Code: JMEGC14****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 – Equivalence in Translation - Eugene Nida's Formal and Dynamic Equivalence – 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 XL - Education (Kalvi) – 10 couplets .

A.K. Ramanujan's Translation: A Review Translation of Tagore's Gitanjali: A Review

Unit V**(18 hours)****Practical**

Students must translate (from Tamil to English) any two short stories from any of the two following short story writers' anthology:

1. Sujatha
2. Pudhumai Pithan

Self-study Component:

1. Translation Studies by Susan Bassnett
2. Media & Audiovisual Translation Practice: Subtitle a short video / short film of 10 -15 minutes in English .(Activity)
3. Translation Practice - (Mini project)
 - Choose an article , brochure or webpage (e.g., on health, education, culture) & Translate from L1 -L2(Mini project) Or Translate an excerpt from a regional language literary work and analyze the cultural challenges.

Note : Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units or Competitive Examinations, such as TNPSC Group I & II exams.

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.
5. Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014. ISBN: 9780415467545
6. Díaz Cintas, Jorge, and Aline Remael. *Audiovisual Translation: Subtitling*. Routledge, 2007.
7. Pérez-González, Luis. *Audiovisual Translation: Theories, Methods and Issues*.

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 2025-26)

Semester: I
Subject Code: JMEGE1A

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.

Internship: Students Teaching Practice for a week as practical activity.**Self-study Component**

1. Jack C Richards and Theodore S. Rodgers - *Approaches and Methods in Language Teaching*
(Learn comprehensive overview of key ELT methodologies including Grammar-Translation, Communicative Language Teaching (CLT), Task-Based Learning, and more.)
(**Activity:** Create a comparative chart of any three language teaching methods and reflect on their applicability in Indian classrooms.)
2. Kumaravadivelu, B. - *Understanding Language Teaching: From Method to Postmethod*
(Activity: Write a reflection on how postmethod thinking can be integrated into English teaching in multilingual classrooms.)
3. Brian Tomlinson - *Developing Materials for Language Teaching.*
(Activity: Design a lesson plan using digital tools (e.g., Padlet, Kahoot, Canva) for teaching vocabulary or writing skills at the secondary or tertiary level.)

Note: Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II exams.

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.* OrientBlackswan Private Limited: Hyderabad, 2021.
3. Richards, Jack C., and Theodore S. Rodgers. *Approaches and methods in language teaching.* Cambridge university press, 2014.
4. Kumaravadivelu, Balasubramanian. *Understanding language teaching: From method to postmethod.* Routledge, 2006.
5. Tomlinson, Brian, ed. *Developing materials for language teaching.* Bloomsbury Publishing, 2023.

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 2025-26)

Semester: I**Subject Code: JMEGE1B****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 SelfEditing-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*)

(18 hours)

Unit IV

Paulo Coelho
Mark Twain

- *The Alchemist*
- *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.

Self-study Component:**1. Rebecca Solnit – *Wanderlust: A History of Walking***

(Themes: Psychogeography, Feminist and ecological perspectives on travel, Urban vs. natural exploration)

2. Jessica J. Lee – *Two Trees Make a Forest: On Memory, Migration and Taiwan*

(Themes: Nature writing meets diasporic identity, Bio-cultural landscapes, Family history as travel narrative)

3. Kapka Kassabova – *Border: A Journey to the Edge of Europe*

(Themes: Post-Soviet identity, Psychological and political borders, Storytelling from forgotten geographies)

Note: Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II exams.

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.

- Solnit, Rebecca. *Wanderlust: A History of Walking*. Granta Books, 2020.
- Lee, Jessica J. *Two Trees Make a Forest: On Memory, Migration and Taiwan*. Catapult, 2020.
- Kassabova, Kapka. *Border: A Journey to the Edge of Europe*. Granta Books, 2017.

Journals:

- Studies in Journal Writing
- International Journal of Travel Writing and Travelling Cultures
- International Journal of Travel and Travel Writing
- Journal of Studies in Travel Writing

E-Resources:

- <https://adamasuniversity.ac.in/travelwritingnext-evolution-of-travel-writing-and-the-road-ahead/>
- <https://www.tandfonline.com/toc/rstw20/current>
- <https://thetraveltester.com/a-short-history-of-travel-writing/>
- <https://breakintotravelwriting.com/50-magazines-websites-pay-travel-writing/>
- <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 [Practical]

(For Students Admitted from 2025-26)

Semester: I

Credit: 2

Subject Code: JMEGX1P

Course Objectives:

- To introduce the basic concepts of content writing
- 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.

Self-study Component:

Content Writing for E-commerce Sites: Steps involved in Writing E-commerce Product Description Types of Content Marketing for E-commerce Effective ways to Share Content in Social Media Employment opportunities.

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.
3. Halverson, The Content Strategy Toolkit -, Melissa Rach, Megan Casey

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/>
6. <https://hawksem.com/blog/e-commerce-content-tips/>

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 2025-26)

Semester: II

Subject Code: JMEGC21

Hours / Week: 6

Credit: 5

Course Objectives:

- To introduce the complex nature of American society, religious obligations and literary transformation
- To impart the diversity of American culture and history through various genres **nit I**

Poetry

Robert Frost

- "Birches"

Walt Whitman

- "O Captain! My Captain"

Langton Hughes

- "Harlem"

Unit II

Prose

Ralph Waldo Emerson

- "The American Scholar"

Henry David Thoreau

- "Where I Lived and What I Lived For"

Unit III

Drama

Tennessee Williams

- *A Streetcar Named Desire*

Arthur Miller

- *Death of a Salesman*

(18 hours)

Unit IV

Short Story

Nathaniel Hawthorne

- "Young Goodman Brown"

Ernest Hemingway

- "The Snows of Kilimanjaro"

(18 hours)

Unit V

Fiction

William Faulkner

- *The Sound and the Fury*

Ralph Ellison

- *The Invisible Man*

(18 hours)

Self-study Component:**1. Literary Movements to Know:**

Transcendentalism, Realism & Naturalism, Harlem Renaissance, Beat Generation, Jazz Culture

2. Herman Melville - *Moby-Dick*; or, *The Whale*.

3. Khaled Hosseini (Afghan-American) - *The Kite Runner*

4. August Wilson - *Fences* (Drama)

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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.

5. Melville, Herman. *Moby-Dick; or, The Whale*. New York: Harper & Brothers, 1851. (Modern edition: Penguin Classics, 2003.)

6. Ellison, Ralph. *Invisible Man*. New York: Random House, 1952.

7. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.

8. Hawthorne, Nathaniel. "Young Goodman Brown." In *Mosses from an Old Manse*. Boston: Wiley and Putnam, 1846.

9. Hemingway, Ernest. "The Snows of Kilimanjaro and Other Stories". Scribner, 1961.

10. Wilson, August. *Fences*. New York: Plume, 1986.

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 European Journal of American studies

2. Journal of American Drama and Theatre

3. 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/350kPEEEmerEmersonAmerSchTable.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 2025-26)

Semester: II**Subject Code : JMEGC22****Hours / Week: 6****Credit: 5****Course Objectives:**

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

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

Origin – Definition – Descents of English language -Great Vowel Shift – 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 - Transformational Generative Grammar.

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

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

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

Accent dialect and idiolect – Standards and vernaculars – Bilingualism Code switching and Diglossia – Practical applications – Stylistic variation and stylistics - The Sapir Whorf hypothesis.

Self-Study Component:

1. **Fromkin, Victoria, Robert Rodman, and Nina Hyams - *An Introduction to Language***
(Learn foundational and advanced insights into phonetics, morphology, syntax, semantics, language acquisition, and psycholinguistics.)
(Practice exercises, real-world examples, and updated research components)
2. **Semantics: Word Meaning – Associative and Denotative Meaning - Seven Types of Meaning**
(logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)
3. **Gass, Susan M., and Larry Selinker - *Second Language Acquisition: An Introductory Course***
(Learn Comprehensive coverage of key topics in L2 learning: interlanguage, fossilization, transfer, input/output, and learning strategies.)
(Practice a theoretical and research-based understanding of language learning processes.)

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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.

References

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.
5. Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage Learning, 2017.
6. Gass, Susan M., and Larry Selinker. *Second Language Acquisition: An Introductory Course*. 4th ed., Routledge, 2013.
7. Verma, S.K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford University Press, 1989.

8. Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. 4th ed., Penguin Books, 2000.
9. Leech, Geoffrey. *Semantics: The Study of Meaning*. 2nd ed., Penguin Books, 1981.
10. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. Heinemann Educational Books, 1969.

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							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
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 2025-26)

Semester: II
Subject Code: JMEGC23

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
Poetry**

(18 hours)

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 (Chapter IV)

Unit III (18 hours)**Drama**

- Adrienne Kennedy - *Funny House of a Negro*
 Caryl Churchill - *Top Girls*

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

- Shirley Jackson - "The Lottery"
 Katherine Mansfield - "Bliss"

Unit V (18 hours)**Fiction**

- Jane Austen - *Pride and Prejudice*
 Bharati Mukherjee - *Wife*

Self-study Component:

1. Virginia Woolf - "Professions for Women"
2. Kamala Das - *My Story*
3. Kavereee Bamzai - *No Regrets*

Note : Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units or Competitive Examinations, such as TNPSC Group I & II exams.

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.
6. Woolf, Virginia. "Professions for Women." *The Death of the Moth and Other*

- Essays, Harcourt Brace, 1942, pp. 235–242.
7. Das, Kamala. *My Story*. Harper Collins India, 2009.
 8. Bamzai, Kaveree. *No Regrets: The Guilt-Free Woman's Guide to a Good Life*. HarperCollins India, 2021.

Reference Books:

1. Azad, Rajiv. *Gender Discrimination: An Indian Perspective*, Delhi: Atlantic Publishers, 2014.
2. Mansfield, Katherine. *The Collected Stories*, London: Penguin Classics, 2007.
3. 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>
6. <https://www.literaturecambridge.co.uk/news/professions-women>
7. <https://hub.edubirdie.com/examples/analysis-of-professions-for-women-by-virginia-woolf/>
8. <https://www.purplepencilproject.com/my-story-by-kamala-das/>
9. <https://www.redalyc.org/journal/7038/703873513013/html/>
10. <https://theladiescompartment.co/book-excerpt-no-regrets-by-kaveree-bamzai/>

Course	Programme Outcomes							
Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
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

Core VIII - Postmodern Literature

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JMEGC24****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	-	<i>Blithe Spirit</i>
Tom Stoppard	-	<i>Indian Ink</i>

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	-	<i>The Handmaid's Tale</i>
John Fowles	-	<i>The French Lieutenant's Woman</i>

Self-Study Component:

David Mitchell – *Cloud Atlas*

(Explore the novel's complex narrative structure with its interwoven stories across time and space.) (Activity: Analyze how Mitchell's novel challenges linear storytelling and reflects postmodern concerns with multiple perspectives and temporal dislocation.)

Jennifer Egan – *A Visit from the Goon Squad*

(Learn the book's non-linear timeline and experimental narrative techniques)

(Activity: Examine Egan's innovative use of form and narrative voice to depict the fragmentation of contemporary life.)

Tom McCarthy – *Remainder*

(Investigate themes of simulation, authenticity, and repetition.)

(Activity: Analyze how McCarthy's protagonist's obsession with reenactment comments on the postmodern condition of authenticity and reality.)

Note: Students shall undertake self-study to prepare for the SET /NET focusing on the prescribed units or Competitive Examinations, such as TNPSC Group I & II exams.

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.
9. Mitchell, David. *Cloud Atlas*. Random House, 2004.
10. Egan, Jennifer. *A Visit from the Goon Squad*. Alfred A. Knopf, 2010.
11. McCarthy, Tom. *Remainder*. Vintage, 2005.

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://worldlitolonline.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	Programme Outcomes
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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 [Project]
(For Students Admitted from 2025-26)

Semester: II**Subject Code: JMEGE2APW****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

Introduction - Magazine Characteristics -Magazine Contents and Format.

(18 hours)**Unit II**

Reporting Skills and Coverage – Skill of Photography.

(18 hours)**Unit III**

Article Writing and Script Writing.

(18 hours)**Unit IV**

Principles of Design, Format, and Layout and Advertising.

(18 hours)**Unit V**

Rough Draft and Final Magazine Production.

(18 hours)**Self-study Component:****Magazine production Self learning videos**

1. <https://www.youtube.com/watch?v=xhCOXdyfwM0>
2. https://www.youtube.com/watch?v=-o4-xku_koE&pp=ygUhcHJpbnQgbWFnYXppbmUgZGVzaWdoIHVzaW5nIGNhbnZh
3. <https://www.youtube.com/watch?v=y3yRBINacAk&pp=ygUhcHJpbnQgbWFnYXppbmUgZGVzaWdoIHVzaW5nIGNhbnZh>
4. <https://www.youtube.com/watch?v=jit-yWJyu6g&pp=ygUhcHJpbnQgbWFnYXppbmUgZGVzaWdoIHVzaW5nIGNhbnZh>
5. <https://www.youtube.com/watch?v=qXbF3wqV1Ms&pp=ygUhcHJpbnQgbWFnYXppbmUgZGVzaWdoIHVzaW5nIGNhbnZh>

[WdoIHVzaW5nIGNhbnZh](https://www.youtube.com/watch?v=WdoIHVzaW5nIGNhbnZh)

6. <https://www.youtube.com/watch?v=i3Nqr7dJSRY&pp=ygUnaG93IHRvIHdyaXRIIGFydGljbGUgZm9yIHByaW50IG1hZ2F6aW5l>
7. <https://www.youtube.com/watch?v=ExiedclIVag>

Magazine Production Self Task

1. Analyse 2–3 real magazines and note cover design elements article styles
2. Write 3–5 articles for your magazine.
3. Use free tools like Canva, Lucidpress, or Adobe InDesign to design cover page, table of contents, and article layouts
4. Exchange your draft with a friend.
5. Get feedback on: Grammar and style, Visual appeal and Content clarity

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 - 25

External - 75

Total	100
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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. Prijatelj, 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 2025-26)

Semester: II

Subject Code: JMEGE2BPW

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 30pages

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 - 25

External - 75

Total 100

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 [Practical]

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JMEGX2P

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.

Self-study Component:

1. Case Study Practice - Preparing Case Brief

Task 1 : Read the case carefully &

Write a case brief including:

- Background information
- Key issues or problems
- Stakeholders involved
- Objectives or goals of the case.

Deliverable: Typed 1–2 page case brief as in template.

2. Reflect on the case from own perspective (Encouraging personal engagement and critical reflection.)

Task 2 : Write a short essay answering the following with Individual Reflection and Opinion:

- What would you have done differently?
- What lessons can be learned?
- How does this case relate to real-world scenarios?

Deliverable: Reflective essay on the case studied (500 words/ 4 - 5 pages).

3. Case Study Descriptive Presentation (Mini project)

- Select a real-life or hypothetical case related to any educational research or counseling-focused case studies.
- Prepare a 10–15 minute presentation summarizing your Case Study.

Deliverable: Presentation slides + video or live session. (Including key findings, challenges, and conclusions.)

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 2025-26)

Semester: III**Subject Code: JMEGC31****Hours / Week: 6****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**(18 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**(18 hours)****Psychological Theory**

Sigmund Freud

- Psychoanalytical Theory

Carl Jung

- Theory of Personality

Unit III (18 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 (18 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 (18 hours)**Practical**

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

Self-study Component:

- | | | |
|--------------------------|---|---------------------------------|
| 1. Henry James | - | <i>The Turn of the Screw</i> |
| 2. D H Lawrence | - | <i>Sons and Lovers</i> |
| 3. Jeffery Deaver et.al. | - | <i>Bibliomysteries Volume 1</i> |

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II exams.

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:

- Ryga, George. *George Ryga's the Ecstasy of Rita Joe*. Vancouver: Talon books, 1970.
- Joyce, James, Seamus Deane. *A Portrait of the Artist As a Young Man*. Penguin Classics, 2016.
- Woolf, Virginia. *Mrs Dalloway*. Penguin Classics, 2021.
- James, Henry. *The Turn of the Screw*. Edited by Robert Kimbrough, 2nd ed., W. W. Norton & Company, 1999.
- Lawrence, D. H. *Sons and Lovers*. Edited by Helen Baron and Carl Baron, Penguin Classics, 1994.
- Deaver, Jeffery, et al. *Bibliomysteries: Volume One: Stories of Crime in the World of Books and Bookstores*. Edited by Otto Penzler, Pegasus Crime, 2017.

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%20represe,nts%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 2025-26)

Semester: III**Subject Code: JMEGC32****Hours / Week: 6****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**(18 hours)****Ancient Criticism**

Introduction- Classical Literary Criticism: Intellectual and Political Backgrounds

Aristotle - "Poetics"

Unit II**(18 hours)****Early Modern and Modern Period**

Dryden - "Essays of Dramatic Poesy"

Coleridge - "Biographia Literaria – Chapter XIV"

Unit III**(18 hours)**

19th & 20th Century

T S Eliot	-	“Metaphysical Poet”
William Empson	-	“Seven Types of Ambiguity- Chapter VII”

Unit IV**(18 hours)****New Criticism – Structuralism & Historicism**

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

Unit V**(18 hours)****Post Structuralism & Cultural Studies**

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

Self-Study Component:**1. Case Study Title: Aristotle’s *Tragic Hero* in Tamil Cinema: A Critical Analysis of Dhanush’s Character in “Asuran” (2019)**

Note: Analyze the character of Sivasamy (from Asuran) as a tragic hero based on Aristotle’s classical principles of tragedy, including hamartia (tragic flaw), anagnorisis (recognition), peripeteia (reversal), and catharsis (emotional purgation).

(Alternate options: Kamal Haasan in *Nayagan*, Vikram in *Raavanan*, or Suriya in *Soorarai Pottru*)

2. Case Study Title: Colonial Power and Cultural Identity in *The Tempest* (2010) or *The Namesake* (2006)

Note: Explore how colonization, cultural hegemony, and identity are constructed in film adaptations.

(Alternate options: Comparative essay between the source text and film with postcolonial theory like Said, Bhabha).

3. Case Study Title: Representation of Women's Agency in “Kanaa” (2018): A Feminist Reading

Note: Critically analyze the portrayal of female agency and resistance in *Kanaa*, directed by Arunraja Kamaraj, using Feminist Literary Criticism.

(Alternate options: Jyothika’s character in *36 Vayadhinile* (2015) – Reclaiming identity in middle age or Keerthy Suresh in *Penguin* (2020) – Motherhood and psychological strength).

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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-XVI Literary Cartography in Fiction

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JMEGC33****Hours / Week: 6****Credit: 5****Course Objectives:**

1. To explore the representation of space, place, and identity across genres and literary periods using spatial and critical theory.
2. To enable students to critically examine how geographies, both real and imagined, shape characters, narrative structures, and cultural ideologies.

Unit I – Poetry (18 hours)

William Wordsworth	–	“Tintern Abbey”
Derek Walcott	–	“Ruins of a Great House”
Imtiaz Dharker	–	“The Right Word”

Unit II – Prose (18 hours)

Michel Foucault	–	“Of Other Spaces: Heterotopias”
Virginia Woolf	–	“Street Haunting: A London Adventure”

Unit III – Drama/Novel (18 hours)

William Shakespeare	–	<i>The Tempest</i>
Chinua Achebe	–	<i>Things Fall Apart</i>

Unit IV – Short Story (18 hours)

Jhumpa Lahiri	–	“Interpreter of Maladies”
Chimamanda Ngozi Adichie	–	“The Thing Around Your Neck”

Unit V – Fiction (18 hours)

Mohsin Hamid	–	<i>Exit West</i>
Dave Eggers	–	<i>The Circle</i>

Self-study Component:

1. Michael Ondaatje	–	<i>The English Patient</i>
2. Anuradha Roy	–	<i>An Atlas of Impossible Longing</i>
3. Amitav Ghosh	–	<i>The Shadow Lines</i>

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

Course Outcomes:

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

- CO 1:** Identify and apply key spatial and cartographic theories to literary texts.
- CO 2:** Interpret diverse genres through the lens of space, place, and identity.
- CO 3:** Examine the impact of geography, memory, and displacement on narrative structures.
- CO 4:** Critically analyze the intersection of power, territory, and resistance in postcolonial and dystopian literature.
- CO 5:** Develop independent research and spatial mapping skills for literary analysis.

Text Books:

1. Wordsworth, William. “Selected Poems”. Oxford World's Classics, Oxford University Press, 2008.

2. Achebe, Chinua. *Things Fall Apart*. Penguin Modern Classics, Penguin Books, 2010.
3. Hamid, Mohsin. *Exit West*. Penguin Books, 2017.
4. Lahiri, Jhumpa. "Interpreter of Maladies". Harper Perennial, 1999.
5. Adichie, Chimamanda Ngozi. *The Thing Around Your Neck*. Fourth Estate, 2009.
6. Ghosh, Amitav. *The Shadow Lines*. Houghton Mifflin Harcourt, 2005.
7. Ondaatje, Michael. *The English Patient*. Vintage International, 1993.

Reference Books:

1. Bachelard, Gaston. *The Poetics of Space*. Translated by Maria Jolas, Beacon Press, 1994.
2. Soja, Edward W. *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*. Blackwell, 1996.
3. Tuan, Yi-Fu. *Space and Place: The Perspective of Experience*. University of Minnesota Press, 2001.
4. Massey, Doreen. *For Space*. Sage Publications, 2005.
5. Foucault, Michel. *The Foucault Reader*. Edited by Paul Rabinow, Pantheon Books, 1984.
6. Shakespeare, William. *The Tempest*. Edited by Barbara A. Mowat and Paul Werstine, Folger Shakespeare Library, 2013.

Journals:

1. The Geocritical Legacies Journal – Routledge
2. Journal of Postcolonial Writing – Taylor & Francis
3. Modern Fiction Studies – Johns Hopkins University Press
4. Literary Geographies – Open Humanities Press

E- Resources:

1. <https://muse.jhu.edu/> / <https://muse.jhu.edu>
2. <https://www.jstor.org/> / <https://www.jstor.org>
3. <https://books.google.com/> / <https://books.google.com>
4. <https://dp.la/> / <https://dp.la>
5. <https://www.bl.uk/discovering-literature/> / <https://www.bl.uk/discovering-literature>

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

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JMEGC34

Hours / Week: 6
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 **(18 hours)**
Research

Definition of Research-Types of Research : Exploratory Research, Descriptive Research, Explanatory Research, Correlational Research, Experimental Research & Quasi- Experimental Research - Choosing a Viable Topic- Conducting Research : Identifying the Problem, Creating the Hypotheses, Framing Objectives - Plagiarism.

Unit II **(18 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 **(18 hours)**
Documentation

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

Unit IV **(18 hours)**
Writing in Academic Journals

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

Unit V **(18 hours)**
Preparation of a Literary Journal

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

Self-study Component:**1. Develop a Research Proposal on Postcolonial Literature**

Note: Choose a postcolonial text (e.g., *Things Fall Apart* by Chinua Achebe or *The God of Small Things* by Arundhati Roy).

Prepare a 700–800 word Research Proposal that includes:

1. Title
2. Introduction & Background
3. Statement of the Problem
4. Research Questions / Hypothesis
5. Objectives
6. Methodology (type of research, data collection method)
7. MLA-style in-text citations and Works Cited.

3. MLA Style Documentation: Practice with Real-World Sources

(**Note:** Using the following five sources, do the given activity:

- A novel (*Beloved* by Toni Morrison)
- A journal article from Scopus indexed journals
- A news article from The Hindu
- An academic website (e.g., Poetry Foundation)
- A YouTube lecture on literary theory

(Activity: Write in-text citations for each source as if used in a paragraph and Create a Works Cited page for all five sources with correct MLA formatting.)

4. Critique a Journal Article in Literary Studies

(**Note:** Choose a peer-reviewed journal article related to feminist literary criticism e.g., from *Feminist Review*, *The Explicator*, or *Indian Literature*).

(Activity: Write a structured critique 700–1000 words covering:

- Title and Abstract effectiveness
- Clarity of argument and thesis
- Organization of content (introduction, body, conclusion)
- Methodology and use of sources
- MLA citation accuracy
- Language, tone, and academic style
- Strengths and suggestions for improvement)

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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. reswell. John W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (4th Edition.). Sage Publications, New Delhi, 2014.
4. Booth, Waynechr 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.
- Mishra, Shanti Bhushan, and Alok Shasi. *Handbook of Research Methodology: A Compendium for Scholars and Researchers*. Educreation Publishing: New Delhi, 2017.

Journals:

- International Journal of Educational Research
- International Journal Research Publications
- IAFOR Journal of Arts and Humanities
- Journal of Language and Discrimination

E- Resources:

- <https://koreatesol.org/sites/default/files/pdf/QuickGuide-to-Journal-Article-Writing.pdf>
- https://www.wlc.edu/uploadedFiles/Content/Academics/Student_Success_Center/ResearchPaper.pdf
- 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
- <https://eric.ed.gov/?id=EJ1065734>
- https://www.researchgate.net/publication/329584112_Conceptualizing_ELT_Research_Research_Process_in_Quantitative_and_Qualitative_Study

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
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 [Project]
(For (Students Admitted from 2025-26)

Semester : III

Hours / Week : 6

Subject Code :JMEGE3APW

Credits : 5

Unit I**(18 hours)**

Introduction about Documentary – Documentary Techniques – Documentary Videos.

Unit II**(18 hours)**

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

Unit III**(18 hours)**

Script writing – Script writing techniques.

Unit IV**(18 hours)**

Editing Skills – Editing Techniques.

Unit V**(18 hours)**

Production – Post Production work.

Documentary Preparation

- A documentary or a short film based on a social theme/feature story/imaginary theme maybe submitted
- Time duration – 10 to 15minutes
- Voice-over must be in English
- Sub-titles should be added wherever needed

Self-study Component:**1. Camera angles Self Learning Videos link**<https://www.youtube.com/watch?v=SINviMsi0K0><https://www.youtube.com/watch?v=lrB7Ce0J0UM><https://www.youtube.com/watch?v=IiyBo-qLDeM>**2. Documentary Film Making Self Learning Videos link**<https://www.youtube.com/watch?v=MWxP6-HQ9Gc>https://www.youtube.com/watch?v=_cQG57D4FQg<https://www.youtube.com/watch?v=0hPFiGiAwEM><https://youtu.be/1Q5CXN7soQg><https://www.youtube.com/watch?v=KfirJkk7dnI><https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE><https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE>[&t=63s](#)<https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE>[&t=212s](#)

<https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE&t=268s>

<https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE&t=359s>

<https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE&t=471s>

<https://www.youtube.com/watch?v=OZtum6FgoE8&list=PL3dYo8SWVfVartHtHSeoxTVWfxkrPQypE&t=563s>

3. Documentary Film Making Self Task -Activity:

1. Watch 3–5 different styles of documentaries
2. Write a short analysis for each, covering: Topic, Narrative style, Use of visuals, sound, interviews, and Emotional impact
3. Draw or digitally create a 5–8 frame storyboard of a key scene. Indicate camera angles, audio, and action in each panel.
4. Write a 1–2-minute voiceover script for your documentary’s introduction, record it using a microphone or phone and match it with relevant visuals using any free software
5. Share your mini-documentary with a peer, teacher, or online group and get feedback

Evaluation

A viva-voce will be conducted by the external examiner

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

Internal - 25

External - 75

Total	100
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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%20>

- to%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 2025-26)

Semester: III**Subject Code: JMEGE3BPW****Hours / Week:6****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 - 25

External - 75

Total 100

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 2025-26)

Semester: IV**Subject Code: JMEGC41****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 Angalou	-	“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>
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Unit I**(18 hours)****Short Story**

Mahasweta Devi	-	“The Right of the Forest”
Ajay Navaria	-	“Yes Sir” (English translation (Unclaimed Terrain) published by Navayana.)

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

P. Sivakami	-	<i>The Grip of Change</i>
Bama	-	<i>Karukku</i>

Self-study Component:

1. Ranajit Guha - Selected Subaltern Studies
2. Baby Tai Kamble - *The Prisons We Broke* (Trans. Maya Pandit,)
3. Mahasweta Devi - *Draupadi* (Trans. Samik Bandyopadhyay,)

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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. . Devi, Mahasweta. "The Right of the Forest and Other Stories." Translated by Gayatri Chakravorty Spivak, Seagull Books, 2002.
4. Brueck, Laura, translator. "Unclaimed Terrain: Stories". By Ajay Navaria, Navayana, 2013.
5. Sivakami, P. *The Grip of Change*. Trans. from Tamil. Chennai: Orient Longman, 2006.
6. Kamble, Baby. *The Prisons We Broke: The Autobiography of a Dalit Woman*. Trans. Maya Pandit. Hyderabad: Orient Blackswan, 2008.
7. Bama. *Karukku*. Trans. Lakshmi Holmström. New Delhi: Oxford University Press, 2000.
8. Pawar, Urmila. *The Weave of My Life: A Dalit Woman's Memoirs*. Trans. Maya Pandit. Kolkata: tree, 2008.
9. Guha, Ranajit, ed. *Selected Subaltern Studies*. New York: Oxford University Press, 1988. ISBN: 978019505289

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.
4. Sivakami. *The Grip of Change. No Alphabet in Sight: New Dalit Writing from South India*, edited by K. Satyanarayana and Susie Tharu, Penguin Books India, 2011, pp
5. Devi, Mahasweta. *Draupadi in Breast Stories*. Trans. Gayatri Chakravorty Spivak. Calcutta: Seagull Books, 1997.

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-bornlsrokade.html?m=1>
4. <https://pdfcookie.com/documents/kuha-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 2025-26)

Semester: IV

Subject Code: JMEGC42

Hours / Week: 6

Credit: 5

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” (Book 1)

Unit III

(18 hours)

Prose

Hazlitt

-

“On Going a Journey”

Henry David Thoreau

-

“The Ponds”

Unit IV

(18 hours)

Essay

Emerson - *Nature* (Chapter I-VIII)

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

Kamala Markandaya - *Nectar in a Sieve*

Margaret Atwood - *Surfacing*

Self-study Component:

1. Ecology, Symbiosis, Mutation, Parasitism Biodiversity
2. A.K Ramanujan - "Flowering Tree"
3. Amitav Ghosh - *The Hungry Tide*

Note:

Students shall undertake self-study to prepare for SET /NET focusing on the prescribed units and the Competitive Examinations, such as TNPSC Group I & II, exams.

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 Seive*, Penguin Random House: New Delhi, 2009.
3. Atwood, Margaret. *Surfacing*. Virago Press, London, 2009.
4. Ghosh, Amitav. *The Hungry Tide*. HarperCollins Publishers, 2004.

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.
3. Naess, Arne, and George Sessions. "Basic Principles of Deep Ecology." *Deep Ecology for the 21st Century*, edited by George Sessions, Shambhala Publications, 1995, pp. 68–74.
4. Ramanujan, A. K. "A Flowering Tree." *A Flowering Tree and Other Oral Tales from India*, edited and translated by A. K. Ramanujan, University of California Press, 1997, pp. 3–9.

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://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology>
5. <https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt&chunk.id=ch19&toc.depth=1&toc.id=ch19&brand=ucpre>
https://sites.ualberta.ca/~dmiall/Travel/hazlitt.htmlhttp://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

(For Students Admitted from 2025-26)

Semester : IV
Subject Code: JMEGC43PW

Hours / Week:12
Credit: 5

Course Objectives:

1. To prepare students to analyse 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
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
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 [Practical]

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JMEGX4P

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.

Self–study Component:

1. James Clear - *Atomic Habits*
2. Brené Brown - *Dare to Lead*
3. Students have to submit a book review of the two works in the form of a report, approximately 15 to 20 pages in length.

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. Clear, James. *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. Avery, 2018.
3. Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House, 2018.

E-Resources:

1. <https://fourminutebooks.com/atomic-habits-summary/>
2. <https://jamesclear.com/atomic-habits>
3. <https://www.summary.com/book-summaries/ /Dare-to-Lead/>
4. 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 Handbook 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 SYLLABUS

(2025- 2026)

**ANNEXURE W
J SERIES**

(FOR STUDENTS ADMITTED IN 2025-2026)

XXI ACADEMIC COUNCIL

BA ENGLISH
(Three Year Programme)
(For Students Admitted from 2025-26)

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

The following courses have been partly revised:

- In Semester I, the course Core I – British Literature (from 14th century to 18th century), the Unit I Poetry - John Donne's "Ecstasy" poem has been replaced with John Milton's *Paradise Lost: Book IX* (Lines 679 – 732, Excerpt from Satan's Temptation of Eve).
- All the General Interest Courses have been renamed as Common Value Added Courses
- In Semester II, the course AECC II – History of English Literature, the following topics has been exempted,
 1. Unit I- Other poets of Chaucer's Age, Other Dramatists of Shakespeare's Age and Bacon's essays
 2. Unit II – Defoe, Swift, Addison and Steele
 3. Unit III – Historical Significance of the Novel, Other Novelists of the period, The Development of Naturalism, The Romantic Revival, The Older Poets, Scott, Shelley, Keats, general characteristics of Scott
 4. Unit IV – Other poets of the period, general characteristics Poets of the Transition (1892 - 1913), Dramatists of the Transition, Novelist of the Transition and Twentieth Century Novelists
 5. Unit V – The Changing Novel
- In Semester II, in Skill Enhancement Course II – Professional Communication, the following topics of Unit V, Types of Application letters, Essentials of a good Covering Letter, Sample Letters, Format and Style, Minutes, Agenda and Essential features of a good resume has been exempted.

- In Semester I to VI, all the SEC courses have been converted into practical courses, renamed and reintroduced are as follows,
 1. In Semester I - SEC I - Presentation Skills (Practical)
 2. In Semester II - SEC II - Creative and Critical Communication (Practical)
 3. In Semester III - SEC III - Digital Humanities and Literature / Online Internship#
 4. In Semester IV - SEC IV - Content Writing and Editing for Media (Practical) / Online Internship#
 5. In Semester V - SEC V - Interview Skills (Practical) / Online Internship#
 6. In Semester VI - SEC VI - Personality Development (Practical) / Online Internship#

- In Semester III & IV, the course Open Elective Course has been renamed and reintroduced as Multidisciplinary courses, the courses are as follows,
 1. In Semester III - MD I – Radio and Video Anchoring – Voice Training and Presentation Skills (Practical)
 2. In Semester IV - MD II – Photography and Videography: Techniques and Application (Practical)

- In Semester V, the course Core IX – Postcolonial Literature in English, the Unit II – Prose Arunthathi Roy’s “The End of Imagination” has been replaced with Thomas King’s “Godzilla vs. Post-Colonial”.

- In Semester V & VI, the course Discipline Specific Electives have been renamed and reintroduced as Multidisciplinary courses, the courses are as follows:
 1. In Semester V - MD III – Greek Literature / Storytelling Arts and Practices (Practical)
 2. In Semester V - MD IV – African American Literature / Dramatics Techniques in Stage Performance (Practical)
 3. In Semester VI - MD V - English for Competitive Examinations / Practical Journalism

BA ENGLISH - PROGRAMME STRUCTURE

PROGRAMME CODE: UEG

Sem	Part	Subject Code	Course	Subject Title	Hours/Week	Credit	@ SD ENT EMP	\$ REG NAT GLO	CIA	ESE	Total Marks
I	I	JBLT11/ JBLA11/ JBLHB11/ JBLHA11	Language I	Ikkala Ilakkiyamum Sitirilakkiyamum / Basic Arabic I / General Hindi I (Basic) / Hindi Grammar and Translation (Advanced)	5	3	SD/ SD ENT EMP / SD ENT EMP	GLO / REG NAT GLO / REG NAT GLO	25	75	100
	II	JBLEB12 / JBLEA12	Language II	Part II – English for Everyday Communication (Basic) & Literature and Language for Life (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100
III		JBEGC11	Core I	British Literature [from 14 th century to 18 th century]	6	6	SD EMP	NAT GLO	25	75	100
		JBEGC12	Core II	Grammar and Writing Skills	6	5	SD EMP	NAT GLO	25	75	100
		JBEGA13	AECC I	Social History of England	4	4	SD ENT EMP	REG NAT	25	75	100
IV		JBEGS14P	SEC I	Presentation Skills (Practical)	2	1	SD ENT EMP	GLO	-	50	50
				Browsing / Library	1	-	-	-	-	-	-
				Games	1	-	-	-	-	-	-
				TOTAL	30	22	-	-	125	425	550
I		JBLT21/ JBLA21/ JBLHB21/ JBLHA21	Language I	Kappiya Ilakkiyamum Pudhinamum / Basic Arabic II/ General Hindi II (Basic) / Hindi Prose, Poem & Story (Advanced)	5	3	SD/ SD ENT EMP/ SD ENT EMP	GLO / REG NAT GLO / REG NAT GLO	25	75	100

II	II	JBLEB22 / JBLEA22	Language II	Part II – English for Academic and Social Interaction (Basic) & Critical Reading and Reflective Writing (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	III	JBEGC21	Core III	British Literature [from 19 th century to 21 st century]	5	5	SD EMP	GLO	25	75	100
		JBEGC22	Core IV	Indian Writing in English	5	4	SD ENT EMP	NAT GLO	25	75	100
		JBEGA23	AECC II	History of English Literature	4	4	SD EMP	GLO	25	75	100
	IV	JBEGS24P	SEC II	Creative and Critical Communication (Practical)	2	1	SD ENT EMP	GLO	-	50	50
		JBUI2V	CVAC I	Understanding India	2	2	EMP	NAT	-	50	50
	V	JBEGX2P/ JBEGX2O	Extra Credit I	Video Editing (Practical)/ Online Course*	-	2	SD ENT EMP	GLO	-	10 0	100
				Browsing/ Library	1	-	-	-	-	-	-
				Games / Remedial	1	-	-	-	-	-	-
				TOTAL	30	22+2			125	475+ 100	600+ 100
III	I	JBLT31/ JBLA31/ JBLHB31/ JBLHA31	Language I	Idaikkala Ilakkiyamum Ithaliyalum / Classical Arabic Prose/ General Hindi III (Basic)/Hindi Literature & Letter Writing (Advanced)	5	3	SD/ SD ENT EMP/ SD ENT EMP	GLO / REG NAT GLO / REG NAT GLO	25	75	100
	II	JBLEB32 / JBLEA32	Language II	Part II – Workplace English: Foundations of English Communication Skills (Basic) & English for the Corporate World (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100

III	JBEGC31	Core V	American Literature	4	4	SD ENT EMP	GLO	25	75	100
	JBEGC32	Core VI	Phonetics and Transcription	4	3	SD ENT EMP	GLO	25	75	100
	JBEGA33	AECC III	Literary Genres and Terms	4	4	SD ENT EMP	GLO	25	75	100
IV	JBEGS34P	SEC III	Digital Humanities and Literature / Online Internship [#]	2	1	SD ENT EMP	GLO	-	50	50
	JBMD31E GP	MD I	Radio and Video Anchoring – Voice Training and Presentation Skills (Practical)	2	1	SD ENT EMP	GLO	-	50	50
	JBES3V	CVAC II	Environmental Science for Sustainable Development	2	2	SD EMP	GLO	-	50	50
	JBXTN3		Extension Activity (NSS/CSS)	2	2			100	-	100
V	JBEGX3P/ JBEGX3O	Extra Credit II	Film Appreciation (Practical)/Online Course*	-	2	SD ENT EMP	REG NAT GLO	-	100	100
			TOTAL	30	23+2			225	525+ 100	750+ 100
IV	I JBLT41/ JBLA41/ JBLHB41/ JBLHA41	Language I	Pandaiya Ilakkiyamum Nattupura Padalgalum/ Hadeeth / General Hindi IV(Basic)/ Computer and Hindi (Advanced)	5	3	SD/ SD ENT EMP/ SD ENT EMP	GLO / REG NAT GLO / REG NAT GLO	25	75	100
	II JBLEB42 / JBLEA42	Language II	Part II – Professional Communication Skills (Basic) & Strategic Communication for Global Careers (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	III	JBEGC41	Core VII	Shakespeare	5	5	SD ENT EMP	NAT GLO	25	75

	JBEGC42	Core VIII	Introduction to English Language Teaching / NPTEL ^o	4	3	SD ENT EMP	REG NAT GLO	25	75	100
	JBEGA43	AECC IV	Film and Literature	4	4	SD ENT EMP	NAT GLO	25	75	100
IV	JBMD41E GP	MD II	Photography and Videography: Techniques and Application (Practical)	3	2	SD ENT EMP	NAT GLO	-	50	50
	JBEGS44P	SEC IV	Content Writing and Editing for Media (Practical) / Online Internship [#]	2	1	SD ENT EMP	NAT GLO	-	50	50
	JBBDT4V	CVAC III	Digital and Technology Solution	2	2	SD EMP	GLO	-	50	50
V	JBEGX4P/ JBEGX40	Extra Credit III	Script Writing (Practical)/Online Course*	-	2	SD ENT EMP	NAT GLO	-	100	100
			TOTAL	30	23+2			125	525+ 100	650+ 100
V	JBEGC51	Core IX	Postcolonial Literature in English	6	6	SD ENT EMP	NAT GLO	25	75	100
	JBEGC52	Core X	Literary Criticism	6	5	SD ENT EMP	NAT GLO	25	75	100
	JBEGC53	Core XI	Research Methodology	6	5	SD ENT EMP	NAT GLO	25	75	100
	JBMD51E GA/JBMD 51EGBP	MD III	Greek Literature / Storytelling Arts and Practices (Practical)	4	3	SD ENT EMP	NAT GLO	25	75	100
	JBMD52E GA/JBMD 52EGBP	MD IV	African American Literature / Dramatics Techniques in Stage Performance (Practical)	4	3	SD ENT EMP	NAT GLO	25	75	100
	JBEGS54P	SEC V	Interview Skills (Practical) / Online Internship [#]	2	1	SD ENT EMP	REG NAT	-	50	50
	JBHW5V	CVAC IV	Health and	2	2	SD 	GLO	-	50	50

			Wellness			EMP				
V	JBESX5	Extra Credit IV	Employability Skills	-	2	SD ENT EMP	REG NAT GLO	100	-	100
			TOTAL	30	25+2			125+ 100	475+ 100	600+ 100
	JBEGC61	Core XII	Canadian Literature	5	5	SD ENT EMP	NAT GLO	25	75	100
	JBEGC62	Core XIII	Eco Literature / NPTEL ^o	6	6	SD ENT EMP	REG NAT GLO	25	75	100
	JBEGC63	Core XIV	Popular Literature	6	5	SD ENT EMP	NAT GLO	25	75	100
	JBEGC64PW	Core XV	Project	6	5	SD ENT EMP	NAT GLO	25	75	100
VI	JBMD61E GA/JBMD 61EGBP	MD V	English for Competitive Examinations / Practical Journalism	4	3	SD ENT EMP	REG NAT	25	75	100
	JBEGS65P	SEC VI	Personality Development (Practical) / Online Internship [#]	2	1	SD ENT EMP	REG NAT	-	50	50
	V JBEGX6P/ JBEGX6O	Extra Credit	Copy Editing (Practical) / Online Course*	-	2	SD ENT EMP	REG NAT	-	100	100
			Library / Browsing	1	-			-	-	-
			TOTAL	30	25+2			125	425+ 100	550+ 100
			GRAND TOTAL	180	140+ 10			850+ 100	2850 +500	3700 +500

AECC – Ability Enhancement Compulsory Course

SEC – Skill Enhancement Course

MD – Multidisciplinary

CVAC – Common Valued Added Courses

* For Online Course credit alone will be assigned on submission of certificate obtained by appearing for online examination from EdX, Spoken Tutorial, NPTEL or Coursera etc.

#For internship course, refer www.internshala.com or any online internship course.

For online course integration, syllabus will be taken from spoken tutorial

@SD- Skill Development

ENT-Entrepreneurship

EMP-Employability

\$ R-Regional

N-National

G-Global

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

(For Students Admitted from 2025-26)

Semester: I**Hours / Week: 6****Subject Code: JBEGC11****Credit: 6****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**

- | | | |
|------------------|---|--|
| Geoffrey Chaucer | - | “The Prologue to
Canterbury Tales” (Lines 1
- 100) |
| Edmund Spenser | - | “Prothalamion” |
| John Milton | - | <i>Paradise Lost</i> : Book IX (Lines 679 - 732)
(Excerpt from Satan’s Temptation of Eve) |
| Andrew Marvell | - | “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 | - | <i>Dr. Faustus</i> |
|---------------------|---|--------------------|

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

- | | | |
|--------------|---|---|
| Daniel Defoe | - | <i>Life and Adventures of Robinson Crusoe</i> |
|--------------|---|---|

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

- | | | |
|----------------|---|---------------------------|
| Jonathan Swift | - | <i>Gulliver’s Travels</i> |
|----------------|---|---------------------------|

Course Outcomes:

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

- CO 1:** Acquire the knowledge of growth and development of British Literature from 14th to 18th century
- CO 2 :** Identify the specific features of particular periods
- CO 3 :** Analyse the themes, structure and style adopted by British Literature
- 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-honovr-of-the-dov-e18949991.html>
5. <https://www.pdfdrive.com/chaucer-and-his-english-contemporaries-prologue-and-tale-in-the-canterbury-ales-e167124805.html>
6. <https://knarf.english.upenn.edu/Milton/pl9.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 2025-26)

Semester: I**Subject Code: JBEGC12****Hours / Week: 6****Credit: 5****Course Objectives:**

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

Unit I**(18 hours)**

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

Unit II**(18 hours)**

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

Unit III**(18 hours)**

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

Unit IV**(18 hours)**

Tense- Sequence of Tense- Direct and Indirect speech.

Unit V**(18 hours)**

Letter Writing- Report Writing- Notice-Agenda- Minutes

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**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 2025-26)

Semester: I**Subject Code: JBEGA13****Hours / Week: 4****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**(12 hours)**

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

Unit II**(12 hours)**

Reformation and Counter Reformation – Puritanism - Colonial Expansion.

Unit III**(12 hours)**

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

Unit IV**(12 hours)**

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

Unit V**(12 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 (Practical)

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JBEGS14P****Hours / Week: 2****Credit: 1****Course Objectives:**

1. To train students in real-life communication scenarios by involving them in varied presentation tasks.
2. To develop students' confidence, clarity, and creativity in verbal, non-verbal, and professional communication contexts.

Unit I: Communication Foundations**(6 hours)**

Voice modulation, articulation, pace, and fluency drills - Listening & recall activities using audio clips - Reading practice to improve clarity and expression - Peer-to-peer mini-presentations on simple topics.

Unit II: Non-Verbal & Cross-Cultural Communication**(6 hours)**

Mirror exercises for posture, gesture, and eye contact - Enact cultural communication dos and don'ts - Short role-plays demonstrating positive non-verbal cues

Unit III: Social & Functional English in Context**(6 hours)**

Skits: Greeting, Introducing, Inviting, Thanking - Mock situations: Apologizing, Handling anger, Resolving conflict - Dialogue presentation in pairs (3-5 mins) for formal & informal contexts

Unit IV: Public Speaking Practice**(6 hours)**

Extempore talk - Mock interview panel (student-led) - Group Discussion simulation - Telephone etiquette role-play - Simulation of business meetings with agenda and minutes

Unit V: Professional Presentations**(6 hours)**

Prepare and deliver a PowerPoint-based Team Presentation - Prepare and deliver an Individual Talk with visuals -Peer review and feedback using rubric - Reflective journal entries on each presentation

Course Outcomes:

After successful completion of the course, students will be able to:

CO1:Apply effective verbal and non-verbal communication in presentations.

CO2:Demonstrate confidence in diverse public speaking scenarios.

CO3:Reflect and improve on personal presentation skills through feedback.

CO4:Display competence in formal and informal communication tasks.

CO5: Perform with professionalism and clarity in team and individual presentations.

Text Book:

1. Van Emden, Joan, and Lucinda Becker. *Presentation Skills for Students*. Palgrave Macmillan, 2004.
2. Lucas, Stephen E. *The Art of Public Speaking*. 13th ed., McGraw-Hill Education, 2019.

3. Quintanilla, Kelly M., and Shawn T. Wahl. *Business and Professional Communication: KEYS for Workplace Excellence*. 3rd ed., SAGE Publications, 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 2025-26)

Semester: II

Subject Code: JBEGC21

Hours / Week: 5

Credit: 5

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 (15 hours)**Poetry**

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

Unit II (15 hours)**Prose**

George Orwell	-	“Bookshop Memories”
Robert Lynd	-	“Forgetting”

Unit III (15 hours)**Drama**

George Bernard Shaw	-	<i>Arms and the Man</i>
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Unit IV (15 hours)**Short Story**

Roald Dahl	-	“The Landlady”
Rudyard Kipling	-	“Kidnapped”

Unit V (15 hours)**Fiction**

William Golding	-	<i>Lord of the Flies</i>
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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 2025-26)

Semester: II**Subject Code: JBEGC22****Hours / Week: 5****Credit: 4****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	- <i>The God of Small Things</i>
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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, Arundhati. *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 2025-26)

Semester: II

Subject Code: JBEGA23

Hours / Week: 4

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

(12 hours)

The Age of Chaucer (1340- 1400) – Chaucer’s life- work in General- The Canterbury Tales- General Characteristics of Chaucer’s Poetry - Prose of Chaucer’s Age- The Beginning of Regular Comedy and Tragedy-The Age of Shakespeare (1558- 1625) - The Elizabethan Romantic Drama- Shakespeare’s Predecessors- Shakespeare’s Life and Works- Characteristics of Shakespeare’s Works.

Unit II

(12 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-Dryden’s Life - Dryden’s Poetry- Dryden’s Prose Work -The Drama of the Age of Dryden- The Age of Pope (1700-1745) Verse- Characteristics of the Classical school of poetry- Pope’s Life and works.

Unit III

(12 hours)

The Age of Johnson (17145-178) General Prose – Goldsmith- Richardson- Fielding- The Age of Wordsworth (1798-1832 - Wordsworth’s Life-The Lyrical Ballads and Wordsworth’s theory of Poetry- Characteristics of Wordsworth Poetry- Coleridge.

Unit IV

(12 hours)

The Age of Tennyson (1832-1887) Verse- The Age of Tennyson- Tennyson- Browning- Macaulay –Arnold– Dickens- George Eliot-The Age of Hardy-(1887-1928)- Thomas Hardy- (1892-1913)- George Bernard Shaw.

Unit V

(12 hours)

The Present Age (1930-1955) – 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/williamshakespe_017475mbp
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– Creative and Critical Communication (Practical)

(For Students Admitted from 2025-26)

Semester: II**Hours / Week: 2****Subject Code: JBEGS24P****Credit: 1****Course Objectives:**

1. To enhance students' creativity in drafting messages according to various communication contexts.
2. To build the ability to communicate critically and appropriately across different workplace contexts.

Unit I**(6 hours)****Foundations of Creative and Critical Communication**

Compare a formal speech vs. a TED Talk for tone, style, and impact - Practice critical listening and summarize arguments/perspectives - Poster or infographic on "What Makes Communication Creative?"

Unit II**(6 hours)****Creative Communication in Public & Media Contexts**

Design and perform a 60-second public service announcement (PSA) - Draft a social media campaign caption & posture on a social issue – creative writing: short story, anecdote and script

Unit III**(6 hours)****Critical Communication in Workplace & Academic Contexts**

Role-play difficult workplace conversations (conflict, negotiation, feedback) - Write a memo resolving a misunderstanding or dispute - Brand Voice Analysis Across Platforms

Unit IV**(6 hours)****Interpersonal and Group Communication**

Perspective-Switch Dialogue - The Silent Collaboration Challenge - "Email Chain" Role Play - Communication Journal and Peer Feedback

Unit V**(6 hours)****Communication in Multimodal and Digital Environments**

Create a multimedia presentation on a social innovation - Use Canva or Powtoon or Prezi to design a creative message – storyboard presentation – captioned videos or slides presentation

Course Outcomes:

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

- CO1:** Apply creative techniques in written and spoken communication
- CO2:** Critically evaluate communication scenarios and respond effectively
- CO3:** Demonstrate intercultural, digital, and multimodal competence
- CO4:** Express ideas clearly, ethically, and persuasively in group and individual contexts
- CO5:** Construct appropriate messages for academic, social, and professional purposes

Text Books:

1. Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. Pearson, 2021.
2. Munter, Mary, and Lynn Hamilton. *Guide to Managerial Communication*, Pearson, 2020.
3. Chip Heath & Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die*. Random House, 2007.

Reference Books:

1. Hanh, Thich Nhat. *The Art of Communicating*. HarperOne, 2013.
2. Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd., McGraw-Hill Education, 2011.

Journals:

1. Journal of Business and Technical Communication
2. Management Communication Quarterly
3. International Journal of Business Communication
4. Business and Professional Communication Quarterly
5. *Harvard Business Review*

E-Resources:

1. www.toastmasters.org – Public speaking resources
2. <https://learnenglish.britishcouncil.org>
3. <https://hbr.org/topic/communication>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	9	3	9	45
CO2	3	1	3	3	3	3	9	25
CO3	3	3	1	9	3	9	9	37
CO4	9	9	3	3	9	3	9	45
CO5	9	9	9	9	9	9	9	63
Total	33	31	19	27	33	27	45	215

Low-1

Medium-3

High-9

Extra Credit I – Video Editing (Practical)

(For Students Admitted from 2025-26)

Semester: II**Credit: 2****Subject Code: JBEGX2P****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 2025-26)

Semester: III

Subject Code: JBEGC31

Hours / Week: 4

Credit: 4

Course Objectives:

- To gain the knowledge of the historical, cultural and social issues that influenced American Literature
- 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

- *The Glass Menagerie*

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

- *The Old man and the Sea*

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:

- Hemingway, Ernest. *The Old Man and the Sea*. Arrow Books, New York, 2004.

- Williams, Tennessee. *The Glass Menagerie*. Penguin, Italy, 2009.
- Allan Poe, Edgar, Makepeace Thackeray, William & Hugh Munro Hector. *Short stories Masterpieces*, Jaipur: Shree Niwas Publications, 2016.

Reference Books:

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

Journals:

- Journal of American Literature and Humanities
- Journal of American Literature
- Journal of English and American Literature – NYC Libraries Research Guides

E-Resources:

- <https://www.gutenberg.org>.
- <https://khdzmalit.weekly.com>
- https://www.internal.org/robert_frost/west_running_brook
- <https://public.wsu.edu/~campbelld/amlit/artfiction.html>
- <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 2025-26)

Semester: III**Subject Code: JBEGC32****Hours / Week: 4****Credit: 3****Course Objectives:**

- To enhance the knowledge of English speech sounds and symbols
- 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.

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:

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

Reference Books:

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

Journals:

- Journal of International Phonetic Association
- Journal of Phonetics
- Journal of Phonetica

E-Resources:

- <https://alic.sites.unlv.edu/the-organs-of-speech/>
- <https://linguisticsstudyguide.com/the-airstream-in-english/>
- <https://www.thoughtco.com/intonation-and-stress-in-english-1212070>
- <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 III– Literary Genres and Terms

(For Students Admitted from 2025-26)

Semester: III

Subject Code: JBEGA33

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 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 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 – Digital Humanities and Literature (Practical)

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JBEGS34P****Hours / Week: 2****Credit: 1****Course Objectives:**

1. To familiarize students with the basics of digital humanities and its application in literary studies.
2. To equip students with beginner-level digital tools to explore, interpret, and present literary texts.

Unit I: Introduction to Digital Humanities**(6 hours)**

Meaning and scope of Digital Humanities (DH) - Role of DH in literature - Types of digital literary resources (archives, online libraries, digitized texts)

Activity: Visit Project Gutenberg and download a literary text. Identify its author, genre, and period.

Unit II: Digital Reading and Analysis Tools**(6 hours)**

What is distant reading? - Introduction to word frequency, concordance, and word clouds-Tools: Voyant Tools

Activity: Use Voyant Tools to analyze a short poem or paragraph. Submit word cloud and a few key observations.

Unit III: Mapping and Visualizing Literature

(6 hours)

Introduction to basic mapping using Google My Maps - Timeline creation using Time Toast

Activity: Create a map tracing locations from a travel narrative (e.g., *Around the World in 80 Days*).

Unit IV: Digital Publishing and Creative Expression

(6 hours)

Writing for digital platforms: blogs and digital storytelling - Tools: Canva, Blogger or Google Sites

Activity: Create a visual poster of your favourite author or literary quote using Canva and share with the class.

Unit V: Mini Project

(6 hours)

Students work in pairs/small groups - Choose one text, analyze it with a digital tool, and present findings for Word frequency analysis of a poem,

Timeline of a character's journey and design a poster or book cover of a novel.

Course Outcomes:

After completing the course, students will be able to:

CO 1: Describe the basic concepts of digital humanities.

CO 2: Use basic digital tools to analyze and present literary texts.

CO 3: Create simple literary visualizations using free online tools.

CO 4: Demonstrate teamwork and creative digital expression.

CO 5: Reflect critically on the use of technology in literary studies.

Text Book:

1. Schreibman, Susan et al. *A New Companion to Digital Humanities*, Wiley-Blackwell, 2016 (selected chapters).

Reference Books:

1. Burdick, Anne, et al. *Digital Humanities*. MIT Press, 2012.
2. Drucker, Johanna. *Introduction to Digital Humanities: Concepts, Methods, and Tutorials*. Routledge, 2021.

Journals:

1. Digital Humanities Quarterly
2. Humanist (Mailing List)
3. Journal of Interactive Technology and Pedagogy

E-Resources:

1. <https://voyant-tools.org>
2. <https://www.gutenberg.org>
3. <https://knightlab.northwestern.edu/tools/>
4. <https://www.canva.com/>
5. <https://timetoast.com>

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

MD I - Radio and Video Anchoring – Voice Training and Presentation Skills (Practical)

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JBMD31EGP

Hours / Week: 2
Credit: 1

Course Objectives:

1. To develop voice modulation, clarity, and articulation for professional anchoring.
2. To enhance on-camera confidence, body language, and live presentation skills.

Unit I: Voice Training and Modulation (6 hours)

Pronunciation drills and articulation practice-Reading aloud with intonation and stress-Voice modulation exercises for different moods and tones-Mock voice tests for news reading and storytelling

Unit II: Radio Jockeying and Podcasting (6 hours)

Hosting a 5-minute mock radio show-Conducting a mock radio interview-Writing and recording a radio script for an advertisement

Unit III: News Anchoring and Video Presentation (6 hours)

News reading exercise-Presenting a 30-second TV news bulletin-Delivering a talk show segment with a co- anchor

Unit IV: Dubbing and Voice-Over Acting (6 hours)

Dubbing a short film/animation clip-Voice-over for a documentary-Experimenting with different vocal tones (serious, dramatic, humorous)-Lip-syncing techniques for synchronized dubbing

Unit V: Social Media Anchoring and Live Streaming (6 hours)

Creating a 30-second Instagram/YouTube anchor reel-Hosting a mock live session (Q&A, product review, or storytelling)-Writing and presenting a viral social media script

Evaluation

Students are required to submit a CD containing the following:

1. A formal, scripted 5-minute video segment with voice-over.
2. A 1-minute social media anchor video demonstrating creative content, branding, and audience interaction.

The assessment of the project will be conducted by both the course teacher and an external examiner.

Internal Assessment – 25 Marks
 External Assessment – 75 Marks
 Total Marks – 100 Marks

Course Outcomes:

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

- CO1:** Demonstrate control over voice modulation and articulation.
CO2: Apply effective news anchoring and live reporting techniques.
CO3: Create professional-quality voice-overs and dubbing recordings.
CO4: Evaluate different styles of radio jockeying and video presentation.
CO5: Develop a personal brand for social media anchoring and content creation.

Text Books:

1. Bhasin, T. (2021). *The Art of Voice Acting: The Craft and Business of Performing for Voiceover* (6th Ed.). Routledge.
2. Lewis, B. (2019). *Anchor Away: Mastering the Art of TV News Anchoring and Reporting*. HarperCollins.
3. Hewitt, J. (2017). *Voice & Diction: A Program for Improvement*. Pearson.
4. Alburger, J. (2019). *The Art of Voice Acting: The Craft and Business of Performing for Voiceover*. Focal Press.
5. Burrows, T., & Bellerby, G. (2022). *How to Be a Radio Presenter: Techniques for Success*. DK Publishing.

Reference Books:

1. Hudson, G. & Rowlands, P. (2018). *The Broadcast Journalism Handbook: A Television News Survival Guide*. Routledge.
2. Street, S. (2019). *A Concise History of British Radio and Audio: From the Wireless to Podcasting*. Bloomsbury.
3. McLeish, R. (2017). *Radio Production*. Taylor & Francis.
4. Doerr, M. (2018). *Becoming a Public Speaker: Mastering Presentation and Voice Skills*. Wiley.
5. Hilliard, R. L. (2020). *Writing for Television, Radio, and New Media*. Wadsworth.

Journals:

1. *Journal of Broadcasting & Electronic Media* – Published by Taylor & Francis
2. *International Journal of Communication* – Open-access journal by USC Annenberg
3. *Journal of Radio & Audio Media* – Published by Routledge
4. *Media, Culture & Society* – SAGE Journals
5. *New Media & Society* – SAGE Publications

E-Resources:**1. Voice Training & Dubbing:**

- BBC Academy - Voice Training for Broadcasters (www.bbc.co.uk/academy)
- Vocal Coach Online (www.vocalcoach.com)
- Gravy for the Brain - Voiceover Training (www.gravyforthebrain.com)

2. News Anchoring & Presentation:

- Udemy - News Anchoring and Video Presentation Courses (www.udemy.com)
- Coursera - Speaking and Presenting with Confidence (www.coursera.org)
- LinkedIn Learning - Mastering Presentation Skills (www.linkedin.com/learning)

3. Radio Jockeying & Podcasting:

- National Association of Broadcasters - Training Materials (www.nab.org)
- Podcasting Courses on Skillshare (www.skillshare.com)

Course Outcomes	Programme3 Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	9	3	1	3	1	3	23
CO2	9	9	3	3	3	3	3	33
CO3	3	9	3	1	3	3	3	25
CO4	3	3	9	3	3	9	3	36
CO5	9	9	3	3	9	9	9	51
TOTAL	27	39	24	11	21	25	21	168

Low-1 Medium-3 High-9

Extra Credit II - Film Appreciation (Practical)

(For Students Admitted from 2025-26)

Semester: III**Credit: 2****Subject Code: JBEGX3P****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:

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

Reference Books:

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

Journals:

1. Journal of British Cinema and Television
2. Journal of Short Film Studies
3. Journal of The Film and Television Institute of India

E-Resources:

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

5. <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 2025-26)

Semester: IV

Subject Code: JBEGC41

Hours / Week: 5

Credit: 5

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 2025-26)

Semester: IV

Hours / Week: 4

Subject Code: JBEGC42**Credit: 3****Course Objectives:**

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

Unit I**(12 hours)**

The Place of English in Indian Education.

Unit II**(12 hours)**

Foreign Language Learning-Instructional Material and Text Book.

Unit III**(12 hours)**

Methods and Approaches.

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 IV – Film and Literature

(For Students Admitted from 2025-26)

Semester: IV
Subject Code: JBEGA43

Hours / Week: 4
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

(12 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

(12 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

(12 hours)

(Adaptation of Indian English Literature in Film)
T.S. Nagabharana's *Nagamandala* (1997)

Vetrimaran's *Asuran* (2019)

Unit IV

(12 hours)

(Adaptation of Fantasy/ Science Fiction)

Steven Spielberg's *War of the Worlds* (2005)

Unit V

(12 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_goldinq_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_sha_re_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

MD II - Photography and Videography: Techniques and Application (Practical)

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBMD41EGP

Hours / Week: 3

Credit: 2

Course Objectives:

1. To introduce students to the technical and creative aspects of photography and videography.
2. To develop skills in capturing and editing images and videos using professional-grade equipment and software.

Unit I: Introduction to Photography Techniques

(9 hours)

Understanding camera settings (ISO, aperture, shutter speed, white balance)-Basic photography techniques (composition, rule of thirds, depth of field)-Manual vs. automatic settings: When to use each

Activities:

Hands-on practice with camera settings and Photographing subjects in different lighting conditions (natural, artificial).

Unit II: Videography Techniques

(9 hours)

Fundamentals of video recording (frame rate, resolution, codecs)-Camera movements and angles (pan, tilt, tracking, dolly)-Lighting for video (three-point lighting setup)-Sound and audio considerations in videography

Activity:

Recording a short video with proper camera movement and lighting.

Unit III: Photo Editing

(9 hours)

Introduction to photo editing software (Photoshop)-Basic photo retouching techniques (color correction, cropping, sharpening)-Using filters and presets for creative enhancement

Activity:

Editing raw images in Photoshop

Unit IV: Video Editing and Post-Production (9 hours)

Introduction to video editing software (Adobe Premiere Pro)-Video cutting, trimming, and transitions-Sound editing and syncing audio with video

Activity:

Editing a short video clip (e.g., news report, short film).

Unit V: Photography and Videography Projects (9 hours)

Concept development for photography and videography projects-Creating a personal portfolio of photographs and videos

Activity:

Producing a final project (photography exhibition or short film).

Evaluation

Students are required to submit a CD containing the following:

1. A well-executed photography project showcasing skills in composition, lighting, and editing.
2. A short film demonstrating proper camera techniques, lighting, editing, and sound.

The assessment of the project will be conducted by both the course teacher and an external examiner.

Internal Assessment – 25 Marks

External Assessment – 75 Marks

Total Marks – 100 Marks

Course Outcomes:

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

CO1: Demonstrate technical skills in photography and videography, including camera settings, lighting, and composition.

CO2: Apply creative techniques to produce high-quality photographs and videos for different genres (e.g., portrait, landscape, documentary).

CO3: Analyze different editing techniques and tools for refining photographs and videos.

CO4: Create a portfolio of original photographs and videos, showcasing their storytelling abilities.

CO5: Evaluate the effectiveness of visual elements (color, composition, framing) in conveying messages through media.

Textbooks:

1. The Digital Photography Book by Scott Kelby
2. The Filmmaker's Handbook by Steven Ascher & Edward Pincus

Reference Books:

1. Understanding Exposure by Bryan Peterson

2. Adobe Photoshop CC for Photographers by Martin Evening
3. In the Blink of an Eye by Walter Murch

Journals:

1. Journal of Visual Communication and Image Representation
2. Journal of Film and Video
3. International Journal of Digital Photography

E-Resources:

1. Vimeo Short Film Showcase
2. [Red Bull Illume Photography](#)
3. TED-Ed Videos

Course Outcomes	Programme3 Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	1	3	9	3	31
CO2	9	9	3	3	3	3	3	33
CO3	3	9	9	1	9	9	3	43
CO4	9	9	3	1	9	3	9	43
CO5	9	9	9	3	3	9	3	45
TOTAL	39	39	27	9	27	33	21	195

Low-1 Medium-3 High-9

SEC IV- Content Writing and Editing for Media (Practical)

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBEGS44P

Hours / Week: 2

Credit: 1

Course Objectives:

1. To provide experiential learning in content creation for various media platforms.
2. To train students to write, revise, and edit professionally for print, digital, and broadcast media.

Unit I

(6 hours)

Writing for Print Media

Analyze a newspaper feature and write a short article - Interview a peer and write a human-interest story - Create a press release for a college event

Unit II

(6 hours)

Writing for Digital Platforms

Create blog posts on trending topics (minimum - 300 words) - Write website content for a mock product or service - Draft SEO-friendly headlines and meta descriptions

Unit III (6 hours)
Social Media Content Creation

Plan a week-long social media campaign - Create captions, hashtags, and visual content (use Canva or similar tools) - A/B test different call-to-actions (CTAs) in posts

Unit IV (6 hours)
Audio/Visual Script Writing

Write a script for a 1-minute promotional video - Draft a podcast episode intro and outro - Record and edit a short voice-over using a mobile app

Unit V (6 hours)
Editing, Ethics, and Portfolio

Peer-edit written content for grammar, clarity, and tone - Conduct a plagiarism and readability check - Compile all completed works into a digital portfolio

Course Outcomes:

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

CO1: Apply content writing techniques related to various media forms.

CO2: Create and edit content that is clear and audience-specific.

CO3: Demonstrate proficiency in writing and designing tools for media production.

CO4: Uphold ethical standards in media writing and digital publishing.

CO5: Showcase a portfolio of original work for academic and professional use.

Text Books:

1. Sharma, S.C. *Content Writing Handbook*. Oxford University Press, 2021.

Reference Books:

1. Shrivastava, K.M. *News Reporting and Editing*. Sterling Publishers, 2008.
2. Batty, Craig, and Sandra Cain. *Media Writing: A Practical Introduction*. Palgrave Macmillan, 2010.
3. Chakravarthy, B.S. *Media Ethics: Truth, Fairness and Objectivity*. Bloomsbury, 2018.

Journals:

1. Journal of Media Practice and Education
2. Digital Journalism
3. Convergence: The International Journal of Research into New Media Technologies

E-Resources:

1. <https://www.poynter.org/course-list/poynter-news-university/>
2. <https://www.canva.com/design-school/courses/social-media-mastery>
3. <https://www.coursera.org/courses?query=writing>

4. <https://support.grammarly.com/hc/en-us/articles/115000091312-Grammarly-Handbook>

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 III -Script Writing (Practical)

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBEGX4P

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 2025-26)

Semester: V

Hours / Week: 6

Subject Code: JBEGC51**Credit: 6****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 (18 hours)**Poetry**

Derek Walcott	-	“A Far Cry from Africa”
Gabriela Mistral	-	“The Foreigner”
Pablo Nerudaa	-	“The White Mans Burden”
Gabriel Okara	-	“The Mystic Drum”

Unit II (18 hours)**Prose**

Thomas King’s	-	“Godzilla vs. Post - Colonial”
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Unit III (18 hours)**Drama**

Wole Soyinka	-	<i>Kongi’s Harvest</i>
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Unit IV (18 hours)**Short Story**

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

Unit V (18 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.

- Robert J. C. Young. *A Short Introduction to Postcolonialism*. Oxford: OUP, 2006.
- Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. New Delhi: OUP, 1988.

Journals:

- International Journal of Applied Research
- Romanian Journal of Indian Studies
- An International Referred Journal of Literary Explorations

E-Resources:

- <http://www.newyorker.com/magazine/2009/05/18/in-the-south>
- <https://www.encyclopedia.com/education/news-wires-white-papers-and-books/green-leaves>
- <https://paulweinfieldtranslations.wordpress.com/2013/08/07/gabriela-mistral-the-foreigner/amp/>
- <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 2025-26)

Semester: V**Subject Code: JBEGC52****Hours / Week: 6****Credit: 5****Course Objectives:**

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

Unit I

John Dryden

- *An Essay on Dramatic Poesy***(18 hours)****Unit II**

William Wordsworth

- *Preface to Lyrical Ballads***(18 hours)****Unit III**

Mathew Arnold

- *The Functions of Criticism at the Present Time***(18 hours)****Unit IV**

T.S. Eliot

- *Tradition and Individual Talent***(18 hours)**

Unit V**(18 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 2025-26)

Semester: V

Subject Code: JBEGC53

5

Hours / Week: 6

Credit:

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

Identifying the research problem – Objectives – Hypothesis – Plagiarism.

(18 hours)

Unit II

Review of literature – Theoretical framework.

(18 hours)

Unit III

Research methodology – Sampling – Instruments – Data collection.

(18 hours)

Unit IV

Analysis and interpretation of data.

(18 hours)

Unit V

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

(18 hours)

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

Reference Books:

1. Modern Language Association. *MLA Handbook: Rethinking Documentation for the Digital Age* (7th Edition). USA, 2016.

2. Lester Sr, James D and Lester Jr, James D. *Writing Research Papers: A Complete Guide*. Fifteenth edition. Pearson: London, 2014.

Journals:

1. International Journal of Research and Review
2. International Journal of Methodology
3. Journal of English for Academic Purposes

E-Resources:

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

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
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

MD III- Greek Literature

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBMD51EGA

Hours / Week: 4

Credit: 3

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”
		(10 hours)
Unit III		
Poetry		
Homer	-	<i>Iliad</i> - Book I
		(10 hours)
Unit IV		
Prose		
Plato	-	<i>The Republic</i> - Book X
		(20 hours)
Unit V		
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

MD III - Storytelling Arts and Practices

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBMD51EGBP

Hours / Week: 4

Credit: 3

Course Objectives:

1. To provide students with hands-on experience in the art of storytelling through various practices.
2. To develop interdisciplinary skills by incorporating elements of drama, literature, digital media, and visual arts in storytelling

Unit I: Introduction to Storytelling Arts

(12 hours)

Traditional vs. Modern Storytelling Practices-Key Elements of a Story (Plot, Characters, Conflict, Resolution)

Unit II: Storytelling through Oral Traditions

(12 hours)

Techniques of Oral Storytelling- Storytelling as Performance-Voice Modulation and Body Language for Storytelling-Storytelling in Groups vs. Solo Performance

Unit III: Storytelling through Visual Arts

(12 hours)

Storytelling using Visual Art Forms (Painting, Photography, Animation)-Storyboards and Visual Representation of Stories-Creating Interactive Stories with Digital Art

Unit IV: Storytelling through Digital Media

(12 hours)

Understanding Digital Storytelling Platforms (Blogs, Podcasts, Social Media)- Creating Audio and Video Storytelling Content-Interactive Storytelling (Choose-your-own-adventure, Web Series)

Unit V: Collaborative Storytelling Practices

(12 hours)

Group Storytelling Projects-Scriptwriting for Group Storytelling-Storytelling as a Team Effort in Live Performances, Films, and Digital Media

Evaluation

Students are required to submit a CD containing the following:

1. Students will create and present a story in one of the formats covered in the course (oral, visual, digital, etc.).
2. A collaborative storytelling project in groups of 3-5 members, combining elements from oral, visual, and/or digital storytelling.

The assessment of the project will be conducted by both the course teacher and an external examiner.

Internal Assessment – 25 Marks

External Assessment – 75 Marks

Total Marks – 100 Marks

Course Outcomes:

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

CO1: Demonstrate proficiency in the traditional and modern techniques of storytelling.

CO2: Create and present original stories through various mediums, including oral, visual, and digital.

CO3: Work collaboratively in a team to produce integrated storytelling projects.

CO4: Critically assess storytelling practices from cultural, social, and ethical perspectives.

CO5: Effectively communicate stories to diverse audiences in various formats.

Textbooks:

1. The Storytelling Animal: How Stories Make Us Human by Jonathan Gottschall
2. Story: Substance, Structure, Style, and the Principles of Screenwriting by Robert McKee
3. The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story by John D. Walsh

Reference Books:

1. The Hero with a Thousand Faces by Joseph Campbell
2. Creative Storytelling: Building Community, Changing Lives by Jack Zipes
3. Digital Storytelling: A Creator's Guide to Interactive Entertainment by Carolyn Handler Miller

Journals:

1. Journal of Storytelling, Self, and Society
2. Storytelling, Self, Society - Journal

E-Resources:

1. YouTube Creators Studio

2. Storytelling Apps (e.g., Storybird, Adobe Spark)
3. Podcasts & Digital Storytelling Blogs (e.g., StoryCorps, The Moth)

Course Outcomes	Programme3 Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	9	3	1	3	1	3	23
CO2	9	9	3	3	3	3	3	33
CO3	3	9	3	1	3	3	3	25
CO4	3	3	9	3	3	9	3	36
CO5	9	9	3	3	9	9	9	51
TOTAL	27	39	24	11	21	25	21	168

Low-1

Medium-3

High-9

MD IV – African American Literature

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBMD52EGA

Hours / Week: 4

Credit: 3

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
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Percival Everett - Damned If I Do

Unit V (12 hours)

Fiction

Alice Walker - *Possessing the Secret of Joy*

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

MD IV - Dramatics Techniques in Stage Performance

(For Students Admitted from 2025-26)

Semester: V**Subject Code: JBMD52EGBP****Hours / Week: 4****Credit: 3**

Course Objectives:

1. To equip students with practical skills for acting and performing stage plays.
2. To integrate voice modulation, body language, acting techniques, and literary analysis into a comprehensive understanding of theatrical performance.

Unit I: Voice and Speech Modulation

(12 hours)

Conduct exercises on pitch, tone, and pacing using different emotions (anger, joy, sadness)- Tongue twisters and pronunciation drills to enhance clarity in delivery.

Unit II: Characterization and Body Language

(12 hours)

Choose a character from a play and write a detailed backstory- Perform the character using specific gestures, movements, and body posture- Pair up with a partner and mirror each other's movements.

Unit III: Scene Rehearsal and Blocking

(12 hours)

Choose a scene from a classic English play (e.g., Hamlet or A Midsummer Night's Dream) and assign blocking (movement and positioning of actors on stage)- Practice dialogue-heavy scenes where character interaction is key (e.g., an argument, reconciliation, or confession)- Perform the scene by incorporating props and set pieces.

Unit IV: Rehearsal Techniques and Ensemble Work

(12 hours)

Team-building exercises to encourage trust and communication (e.g., group improvisations)- In groups, run through the assigned scene multiple times- After each rehearsal, each actor provides constructive feedback to their peers, followed by group discussion.

Unit V: Stage Performance and Live Audience Interaction

(12 hours)

Perform the final scene in front of the class- After the rehearsal, the class will give feedback on the performance, focusing on aspects such as stage presence, delivery, and emotional impact.

Evaluation

Students are required to,

1. Perform a monologue or scene from a selected English play.
2. Collaborate in small groups to perform a scene, demonstrating effective teamwork, interaction, and stage presence.

The assessment of the project will be conducted by both the course teacher and an external examiner.

Internal Assessment – 25 Marks

External Assessment – 75 Marks

Total Marks – 100 Marks

Course Outcomes:

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

CO1: Demonstrate understanding and application of the basic techniques of acting, voice modulation, and body language in stage performance.

CO2: Analyze and interpret English literary texts for dramatic performance.

CO3: Collaborate effectively in group performances, understanding ensemble dynamics.

CO4: Apply rehearsal techniques to prepare for live performances.

CO5: Understand and contribute to the technical aspects of theatre production, including set design, lighting, sound, and costumes.

Textbooks:

1. The Art of Acting by Stanislavski
2. The Drama Toolkit by Jonothan Neelands and Tony Goode
3. An Actor Prepares by Konstantin Stanislavski

Reference Books:

1. The Actor's Studio: A Method to the Madness by Lee Strasberg
2. Theatre: The Lively Art by Edwin Wilson and Alvin Goldfarb
3. The Craft of Acting by William Esper

Journals:

1. Journal of Theatre and Performance
2. Theatre Arts Journal

E-Resources:

1. The Royal Shakespeare Company Resources
2. National Theatre Learning Resources
3. YouTube - Acting Techniques Tutorials

Course Outcomes	Programme3 Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	9	3	1	1	3	3	23
CO2	9	9	9	3	3	3	3	39
CO3	3	9	3	1	3	9	3	31
CO4	3	3	3	9	3	9	3	33
CO5	9	3	3	3	9	9	9	45
TOTAL	27	33	21	17	19	33	21	171

Low-1 Medium-3 High-9

SEC V-Interview Skills (Practical)

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBEGS54P

Hours / Week: 2

Credit: 1

Course Objectives:

1. To equip students with adaptive interviewing techniques across multiple industries and contexts (HR, media, virtual).
2. To build confidence in handling behavioral and situational interview formats using immersive simulations.

Unit I

(6 hours)

The Interview Ecosystem

Reverse Interview: Students act as interviewers and interview guest alumni or faculty -
Simulation: Compare HR interviews vs. Media interviews via recorded role-play - Field Task:
Interview a local entrepreneur or professional and record the interaction.

Unit II

(6 hours)

Digital-First Interviews

Record answers on AI-based asynchronous platforms using SparkHire, VidCruiter demo - Setup lighting, camera angles, and backdrop for online interviews - Evaluate AI-scored sample video interviews for tone, content, and clarity.

Unit III

(6 hours)

Situational & Behavioral Interviewing

STAR Method Simulation: Respond to scenario-based questions (Conflict resolution, teamwork) - "Hot Seat" Challenge: Rapid-fire behavioural questions in group round format - Reflection log: Journal personal strengths and behaviours demonstrated.

Unit IV

(6 hours)

Industry-Specific Interview Modules

Divide class into zones: IT/Media/Education/Startups. Each group prepares interview responses based on that industry's current trends - Mini-panel interviews with domain experts - Resume & LinkedIn optimization lab: Revise profile/resume for selected field.

Unit V

(6 hours)

Final Interview Project

Comprehensive Interview Simulation (20 minutes): Video recorded - Peer and mentor review - Submission of Personal Interview Dossier: Includes resume, cover letter, mock Q&A, and video link.

Course Outcomes

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

- CO1:** Distinguish between interview types and contexts including media, digital, and industry-specific.
- CO2:** Apply technology and visual communication for effective digital interviews.
- CO3:** Respond with structured clarity to complex situational questions.

CO4: Adapt to different professional domains using field-specific interview etiquette.

CO5: Demonstrate holistic readiness through an evaluated final interview portfolio.

Text Book:

1. Corfield, Rebecca. *Successful Interview Skills*, (5th Edition). Kogan Page, London, 2009.

Reference Books:

1. Kaur, Manpreet & D.S. Paul. *Interview Skills*, 2nd Ed., 2019.
2. Deb, Tapomoy. *Winning the Interview Game*. Himalaya Publishing, 2012.
3. William Poundstone. *How Would You Move Mount Fuji?* Little, Brown, 2003.

Journals:

1. Journal of Organizational Behavior
2. The International Journal of Human Resource Management
3. Forbes – Careers & Leadership Section

E-Resources:

1. <https://www.thebalancecareers.com/job-interview-skills-to-get-hired-4138625>
2. <https://www.prospects.ac.uk/careers-advice/interview-tips/how-to-prepare-for-an-interview>
3. <https://www.interviewstream.com/>
4. <https://www.linkedin.com/interview-prep/>
5. <https://biginterview.com/>

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	3	9	39
CO 3	9	9	3	1	1	3	9	35
CO 4	9	9	3	3	3	3	9	39
CO 5	9	9	3	3	3	1	9	37
Total	45	45	21	13	19	13	45	195

Low-1

Medium-3

High-9

Core-XII Canadian Literature

(For Students Admitted from 2025-26)

Semester: VI

Subject Code: JBEGC61

Hours / Week: 5

Credit: 5

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 <i>Survival: A Thematic Guide to Canadian Literature</i>
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Unit III (15 hours)

Drama

Judith Thompson	-	<i>White Biting Dog</i>
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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	-	<i>The English Patient</i>
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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:

1. Lane, Richard. J. *The Routledge Concise History of Canadian Literature*. London: Routledge, 1st Ed., 2011.
2. Ondaatje, Micheal. *The English Patient*, New Delhi: Bloomsbury Publishing, 2018.

Reference Books:

1. Thompson, Judith, *White Biting Dog & Other Plays*. Playwright Canada Press, 2015.
2. Lee, Rebecca, *Bobcat and Other Stories*. New York: Algonquin Books, Reprint Edition, 2013.
3. Munro, Alice. *The Moons of Jupiter*. India: RHUK, 2004.
4. O’Neill, Heather. *Daydreams of Angel*, America: Farrar, Straus and Giroux, 2015.

Journals:

1. UTP Journal
2. Journal of Canadian Poetry
3. International Journal of Canadian Studies

E-Resources:

1. <https://study.com/academy/lesson/the-moons-of-jupiter-by-alice-munro-summary-analysis.html>
2. <https://www.poetryfoundation.org/poems/47380/in-flanders-fields>
3. <https://www.poemhunter.com/poem/women-s-rights/>
4. <https://www.poemhunter.com/poem/angel-158/>
5. <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

Core XIII- Eco Literature

(For Students Admitted from 2025-26)

Semester: VI
Subject Code: JBEGC62

Hours / Week: 6
Credit: 6

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

-

*Animal People***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 XIV – Popular Literature

(For Students Admitted from 2025-26)

Semester: VI**Subject Code: JBEGC63****Hours / Week: 6****Credit: 5****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.

- Humm, Peter, Paul Stigant and Peter Widdowson (Ed.). *Popular Fiction: Essays in Literature and History*. Routledge, 1986.

Journals:

- The Journal of Popular Culture
- Journal of Popular Romance Studies
- Research Gate

E-Resources:

- <https://egyankosh.ac.in/bitstream/123456789/69468/1/Unit-1.pdf>
- https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf
- <https://www.masterclass.com/articles/a-guide-to-popular-literary-genres#8-popular-literary-genres>
- <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 XII – Project

(For Students Admitted from 2025-26)

Semester: VI

Subject Code: JBEGC64PW

Hours / Week: 6

Credit: 5

Course Objectives:

- To make the students understand the fundamentals of Research
- 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	- 25
External marks	- 75
Total	- 100

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

MD V – English for Competitive Examination

(For Students Admitted from 2025-26)

Semester: VI

Subject Code: JBMD61EGA

Hours / Week: 4

Credit: 3

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			

MD V- Practical Journalism (Practical)

(For Students Admitted from 2025-26)

Semester: VI

Subject Code: JBMD61EGBP

Hours / Week: 4

Credit: 3

Course Objectives:

1. To equip students with the essential skills for practical journalism, focusing on the creation, editing, and delivery of news and feature content.
2. To engage students in writing, editing, reporting, and creating multimedia content, preparing them for careers in various journalism fields.

Unit I: News Writing and Reporting

(12 hours)

Write a 300-word news article based on a current event (e.g., local news, campus event)- Investigate a campus-related issue, conduct interviews, and produce an in-depth report.

Unit II: Feature Writing

(12 hours)

Write a 600-word feature article on a cultural or social topic (e.g., community initiatives, profiles of public figures)- Write an editorial piece on a current social or political issue, offering a critical perspective.

Unit III: Multimedia Journalism

(12 hours)

Take photos for a news story, focusing on framing, lighting, and composition-Write captions and integrate them into the news story- Create a 2-3 minute video report covering a news event.

Unit IV: Media Ethics and Law

(12 hours)

Analyze a real-life case of journalistic ethics (e.g., issues of plagiarism, defamation, bias)- Present findings in a short report- Write a brief report about legal issues such as copyright, libel, or press freedom, focusing on their impact on journalistic practice.

Unit V: Editing and Media Production

(12 hours)

Edit a news article for grammar, style, and clarity-Focus on making the content more concise and readable- Design a newspaper page or magazine layout, including text, images, and headlines.

Evaluation

Students are required to,

1. Submit a 2-3 minute video report covering a newsworthy event.
2. Submit a newspaper or magazine layout incorporating text, images, and headlines.

The assessment of the project will be conducted by both the course teacher and an external examiner.

Internal Assessment – 25 Marks

External Assessment – 75 Marks

Total Marks – 100 Marks

Course Outcomes:

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

- CO1:** Develop and apply strong writing and reporting skills for both print and online journalism, demonstrating clarity, accuracy, and coherence in news writing.
- CO2:** Analyze and create multimedia content, including photography and videos, integrating visual storytelling techniques effectively in journalistic reporting.
- CO3:** Evaluate ethical and legal considerations affecting journalistic practice, identifying challenges and proposing solutions in real-world scenarios.
- CO4:** Critically analyze and edit news stories to enhance clarity, accuracy, conciseness, and adherence to journalistic style.
- CO5:** Design and contribute effectively to journalistic publications, both traditional and digital, by producing well-researched and engaging content tailored to diverse audiences.

Textbooks:

1. The Elements of Journalism – Bill Kovach & Tom Rosenstiel
2. The Associated Press Stylebook – The Associated Press
3. Writing for the Media – Donald M. Shoemaker
4. Multimedia Journalism: A Handbook for Freelancers, Bloggers, and Citizen Journalists – Andy Williams

Reference Books:

1. The News Manual – The University of Melbourne
2. Reporting for the Media – John R. Bender, Lucinda D. Austin, and Michael W. McKinney
3. Ethics in Journalism – Richard Keeble
4. Broadcast Journalism: A Handbook – S. B. Verma

Journals:

1. Journalism Studies
2. International Journal of Press/Politics
3. Journalism Practice
4. Media Ethics

E-Resources:

1. Poynter Institute (Training and resources for journalists)
2. The Columbia Journalism Review (Current trends and ethical issues in journalism)
3. The Media College (Online resources for learning multimedia production)
4. BBC Journalism College (Journalism training and development resources)

Course Outcomes	Programme3 Outcomes							TOTAL
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	3	3	3	33
CO2	3	9	3	3	9	3	3	33
CO3	3	3	9	9	3	9	3	39
CO4	9	9	9	3	9	3	3	45
CO5	9	9	9	3	9	9	9	57
TOTAL	33	39	33	21	33	27	21	207

Low-1 Medium-3 High-9

SEC VI- Personality Development (Practical)

(For Students Admitted from 2025-26)

Semester: VI
Subject Code: JBEGS65P

Hours / Week: 2
Credit: 1

Course Objectives:

1. To help students explore and evaluate their personality traits through reflective and experiential practices.
2. To offer practical strategies to enhance self-esteem, emotional intelligence, and personal effectiveness in academic and social settings.

Unit I

(6 hours)

Self-Exploration & Identity Mapping

Dimensions of personality: physical, emotional, intellectual, social - Success and failure: real-life case studies - SWOC Analysis - "Who Am I?" introspection and journaling

Note: Success Stories: J.K. Rowling – From Rejection to Bestseller, A.P.J. Abdul Kalam – From Poverty to Presidency, Oprah Winfrey – Overcoming Abuse and Discrimination. **Failure Stories:** Thomas Edison – 1,000 Failed Attempts, Nokia – Failure to Adapt, Michael Jordan – Cut from High School Team.

Unit II

(6 hours)

Attitude and Mindset Shaping

Definition and types of attitudes - How mindset influences success - Stories of mindset shifts

Note: Stories of Mindset Shifts: Malala Yousafzai – From Fear to Advocacy, Nick Vujicic – From Self-Pity to Inspiration, Howard Schultz (Starbucks CEO) – From Poverty to Purpose, Serena Williams – From Anger to Focus, Steve Jobs – From Ego to Elegance, Kalpana Saroj – From Oppression to Entrepreneurship.

Unit III (6 hours)
Confidence Building & Self-Esteem

Signs of self-esteem levels - Impact of body language, tone, and speech - Overcoming shyness

Activities:

- a) “What I Like About Myself” Talk (1-minute presentation)
- b) Confidence Ladder Exercise: Map and present three situations showing growth in confidence
- c) Creative Collage: Visual board on “My Ideal Self”

Unit IV (6 hours)
Academic & Social Skills Enhancement

Memory tricks and listening skills - Note-making and seminar techniques - Time and work management

Activities:

- a) Time Puzzle Challenge: Prioritize tasks under time limits
- b) Mini Seminar: Students present a topic in 3 minutes using structured format
- c) Team Task: Solve a case study on academic stress

Unit V (6 hours)
Goal Setting & Personal Growth Planning

SMART goals - Balancing personal and academic growth - Overcoming procrastination

Activities:

- a) Goal Chart: Personal short- and long-term goals (career, health, learning)
- b) Group Skit: “A Day in the Life of a Procrastinator vs. a Planner”
- c) Life Map Drawing: Illustrate the road from current state to desired future

Course Outcomes:

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

- CO1:** Demonstrate awareness of self and personality traits.
CO2: Apply growth-oriented strategies to improve self-image.
CO3: Communicate with increased clarity and confidence in group settings.
CO4: Manage academic, social, and personal goals effectively.
CO5: Create a roadmap for personal and professional development.

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.
3. Vivekananda, Swami. *Personality Development*. Ramakrishna Mission, 2010.

4. Dhanalakshmi, K.R., and N.S. Raghunathan. *Personality Enrichment*. Margham Publications, 2012.

Journals:

1. International Journal of Behavioral Development
2. SAGE Journals
3. Journal of Personality and Social Psychology

E-Resources:

1. <https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/about-self-esteem/>
2. <https://www.artofliving.org/in-en/personality-development>
3. <https://www.slideshare.net/binay285/soft-skills-attitude>
4. <https://www.artofliving.org/in-en/lifestyle/tips/personality-development>

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 2025-26)

Semester: VI

Subject Code: JBEGX6P

Credit: 2

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

- Students who have secured 80% of marks in the Sem I - Part II – English for Everyday Communication (Basic) and Sem II - Part II – English for Academic and Social Interaction (Basic) End Semester Examination shall be moved to Sem III - Part II - English for the Corporate World (Advanced)

PREAMBLE

- In Part II Language – entire course content and the title has been revamped for Semester I to IV, are as follows,
 - Semester I - Part II – English for Everyday Communication (Basic) & Literature and Language for Life (Advanced)
 - Semester II - Part II – English for Academic and Social Interaction (Basic) & Critical Reading and Reflective Writing (Advanced)
 - Semester III - Part II – Workplace English: Foundations of English Communication Skills (Basic) & English for the Corporate World (Advanced)
 - Semester IV - Part II – Professional Communication Skills (Basic) & Strategic Communication for Global Careers (Advanced)

Programme Structure

Sem	Part	Course	Subject Code	Subject Title	Hours /Week	Credit	@ SD ENT EMP	\$ REG NAT GLO	CIA	ESE	Total Marks
I	II	Part II Language	JBLEB12 / JBLEA12	Part II – English for Everyday Communication (Basic) & Literature and Language for Life (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100

II	II	Part II Language	JBLEB22 / JBLEA22	Part II – English for Academic and Social Interaction (Basic) & Critical Reading and Reflective Writing (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100
III	II	Part II Language	JBLEB32 / JBLEA32	Part II – Workplace English: Foundations of English Communication Skills (Basic) & English for the Corporate World (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100
IV	II	Part II Language	JBLEB42 / JBLEA42	Part II – Professional Communication Skills (Basic) & Strategic Communication for Global Careers (Advanced)	5	3	SD ENT EMP	REG NAT GLO	25	75	100

Part II-Language II –English for Everyday Communication (Basic)
(For Students Admitted from 2025-26)

Semester: I
Subject Code: JBLEB12

Hours / Week: 5
Credit: 3

Course Objectives:

1. To enable students to use English for basic everyday communication in social, academic, and public situations.
2. To improve students' foundational language skills – listening, speaking, reading, and writing.

Unit I: Greetings and Self-Introduction

(15 hours)

Introducing oneself and others

Greeting and responding to greetings
 Talking about name, age, family, and background
 Asking and answering simple questions
 Practice dialogues and role plays

Functional Grammar: Pronouns, Simple Present Tense, “To be” verbs, Question words

Unit II: Communication in Daily Activities

(15 hours)

Talking about daily routines
 Expressing likes and dislikes
 Describing schedules and habits
 Giving simple instructions
 Listening to simple instructions/conversations

Functional Grammar: Adverbs of frequency, Prepositions of time/place, Imperatives

Unit III: At Home and in Public

(15 hours)

Talking about family and home
 Asking for and giving directions
 Shopping and using polite requests
 Communicating at hospitals, bus stops, railway stations
 Role-plays and situation-based speaking

Functional Grammar: There is / There are, Can / Can’t, Countable & Uncountable nouns

Unit IV: At College and with Friends

(15 hours)

Classroom language
 Asking for help/permission
 Expressing opinions and feelings
 Making and accepting invitations
 Writing informal notes and messages

Functional Grammar: Present Continuous, Simple Past, Modals (can, may, must), Conjunctions

Unit V: Communicating in Social and Online Spaces

(15 hours)

Introducing oneself online
 Writing basic emails and messages
 Making small talk and telephone conversation
 Practicing communication etiquette (formal/informal)
 Short reading comprehension activities

Functional Grammar: Sentence types, WH questions, Punctuation, Subject-Verb Agreement

Course Outcomes:

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

CO1: Understand and respond to simple spoken English in everyday contexts.

CO2: Use basic English structures to carry out common communicative functions.

CO3: Read and comprehend short, simple texts related to daily life.

CO4: Write short messages, notes, and paragraphs on familiar topics.

CO5: Communicate with clarity in basic social, academic, and public scenarios.

Text Books:

1. Soars, Liz, and John Soars. *New Headway: Beginner Student's Book*. 4th ed., Oxford University Press, 2019.
2. Redston, Chris, and Gillie Cunningham. *Face2Face: Starter Student's Book*. 2nd ed., Cambridge University Press, 2013.
3. Hartley, Barbara, and Peter Viney. *Streamline English: Departures*. Oxford University Press, 2005.
4. Sasikumar, V., P. Kiranmai Dutt, and Geetha Rajeevan. *A Course in Listening and Speaking – I*. Foundation Books / Cambridge University Press India, 2005.
5. Krishnaswamy, N., and T. Sriraman. *Current English for Colleges*. Macmillan India, 2007.
6. Anandamurugan, S. *English for Competitive Examinations and General English*. McGraw-Hill Education India, 2014.
7. Board of Editors. *Strengthen Your English*. Orient BlackSwan, Revised ed., 2010.

Reference Books:

1. Murphy, Raymond. *Essential Grammar in Use: A Self-Study Reference and Practice Book for Elementary Learners of English*. 4th ed., Cambridge University Press, 2015.
2. Jones, Leo. *Functions of English: Communication Practice for Elementary and Intermediate Students*. Cambridge University Press, 2001.
3. Richards, Jack C. *Interchange Intro: Student's Book*. 5th ed., Cambridge University Press, 2017.

Journals:

1. ELT Journal – Oxford University Press
2. Language and Communication – Elsevier
3. The Journal of English for Specific Purposes – Elsevier
4. Indian Journal of Applied Linguistics – Bahri Publications

E-Resources:

1. <https://www.bbc.co.uk/learningenglish>
2. <https://learnenglish.britishcouncil.org>
3. <https://learnenglish.britishcouncil.org/skills>
4. <https://epgp.inflibnet.ac.in/>
5. <https://learn.saylor.org/course/view.php?id=57>
6. <https://learningenglish.voanews.com/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	1	1	3	29
CO2	9	9	9	3	3	1	3	37
CO3	3	9	3	1	1	1	1	19
CO4	3	9	3	3	1	1	3	23
CO5	9	9	9	9	9	3	3	51
Total	33	45	27	19	15	7	13	159

Low-1 Medium-3 High-9

Part II-Language II –Literature and Language for Life (Advanced)

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JBLEA12****Hours / Week: 5****Credit: 3****Course Objectives:**

1. To enhance students' critical thinking and language proficiency through a range of literary and real-life texts.
2. To develop advanced reading, writing, speaking, and listening skills essential for academic, professional, and societal interaction.

Unit I – Modern Prose**(15 hours)**

George Orwell	–	“Shooting an Elephant”
E.V. Lucas	–	“The Face on the Wall”
Sudha Murty	–	<i>Three Thousand Stitches</i> (The first five pages)
A.P.J. Abdul Kalam	–	<i>Wings of Fire</i> (Chapter 1: "Orientation")

Unit II – Poetry**(15 hours)**

William Wordsworth	–	“The World Is Too Much with Us”
Maya Angelou	–	“Phenomenal Woman”
Nissim Ezekiel	–	“Night of the Scorpion”
Rabindranath Tagore	–	“Where the Mind Is Without Fear”

Unit III – Drama & Dialogue**(15 hours)**

William Shakespeare	–	<i>The Merchant of Venice</i> (Courtroom Scene)
Girish Karnad	–	<i>Hayavadana</i> (Act I)
Role-play / skit writing based on current social issues		
Dialogue writing exercises (job interview, public discussion)		

Unit IV – English in Practice**(15 hours)**

Concord, Tense Consistency, Sentence Connectors
 Advanced Vocabulary Development: Idioms, Collocations, Phrasal Verbs
 Editing and Rewriting Paragraphs
 Active-passive transformation in real-world contexts

Unit V – English for the Real World**(15 hours)**

Group discussion and seminar presentation techniques
 Public speaking tasks (speech, anchoring, storytelling)
 Resume and cover letter writing
 Reading practice from newspapers, editorials, short op-eds
 Listening & summarizing tasks using TED Talks or news audio

Course Outcomes:

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

CO1: Critically engage with diverse texts and interpret themes and perspectives.

CO2: Demonstrate command over grammatical accuracy and vocabulary in writing and speaking.

CO3: Respond confidently in formal and informal communication settings.

CO4: Analyze how language reflects identity, culture, and social realities.

CO5: Apply English skills effectively in academic, professional, and public life.

Textbooks:

1. Board of Editors. *Fluency in English – Part II*. Orient BlackSwan, Latest Edition.
2. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford University Press, 2015.

Reference Books:

1. Mohanty, Niranjana, ed. *Essays, Short Stories and One-Act Plays*. Oxford University Press.
2. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford University Press.
3. Murphy, Raymond. *English Grammar in Use*. Cambridge University Press.

Journals:

1. Journal of English Language Teaching (India) – ELT@I
2. The Literary Criterion
3. Language in India (online)
4. Journal of English and Communication Skills

E-Resources:

1. <https://nptel.ac.in>
2. <https://learnenglish.britishcouncil.org>
3. <https://learningenglish.voanews.com>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	1	1	3	29
CO2	9	9	9	3	3	1	3	37
CO3	3	9	3	1	1	1	1	19
CO4	3	9	3	3	1	1	3	23
CO5	9	9	9	9	9	3	3	51
Total	33	45	27	19	15	7	13	159

Low-1

Medium-3

High-9

Part II-Language II –English for Academic and Social Interaction (Basic)

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JBLEB22

Hours / Week: 5

Credit: 3

Course Objectives:

1. To develop basic proficiency in English for effective academic communication and everyday social interaction.
2. To equip students with foundational skills in listening, speaking, reading, and writing (LSRW) to build confidence and fluency in English.

Unit I: Listening and Speaking for Social Interaction**(15 hours)**

Introduction to phonetics and pronunciation
 Common greetings, requests, and responses
 Making small talk and giving personal information
 Listening comprehension of short conversations

Unit II: Reading for Understanding**(15 hours)**

Skimming and scanning techniques
 Reading and interpreting short texts (emails, notices, advertisements)
 Vocabulary development through context
 Identifying the main idea and supporting details

Unit III: Writing for Everyday Use**(15 hours)**

Paragraph writing and sentence structure
 Writing emails, messages, and notices
 Personal and informal letter writing
 Guided writing exercises
 Grammar focus: tenses, articles, prepositions

Unit IV: Academic Communication Skills**(15 hours)**

Making simple presentations
 Participating in group discussions
 Writing short essays and reports
 Note-taking from lectures
 Grammar focus: Voice, Reported Speech

Unit V: Functional Grammar and Vocabulary Building**(15 hours)**

Common errors in English and how to avoid them
 Synonyms, Antonyms, Idioms, and Phrasal Verbs
 Word formation: Prefixes, Suffixes, Root words
 Collocations and Common Phrases in academic contexts

Course Outcomes

At the end of the course, students will be able to:

- CO1:** Demonstrate basic speaking and listening skills for effective social and academic interaction.
- CO2:** Read and comprehend short academic and everyday texts.
- CO3:** Write simple and coherent sentences, paragraphs, and everyday documents.
- CO4:** Apply basic grammar and vocabulary for functional communication.
- CO5:** Participate confidently in academic and social communication tasks.

Text Books:

1. Board of Editors. *English for Communication*. Foundation English Course Book – I, Cambridge University Press, 2020.

2. Krishna Mohan and Meenakshi Raman. *Effective English Communication*, McGraw Hill Education, 2018.

Reference Books:

1. Raymond Murphy. *English Grammar in Use (Elementary Level)*, Cambridge University Press, 2019.
2. Sasikumar, V., and P. Kiranmai Dutt. *A Course in Listening and Speaking – I*, Foundation Books, 2005.
3. N. Krishna Swamy. *Modern English – A Book of Grammar, Usage and Composition*, Macmillan India, 2007.

Journals:

1. Journal of English Language Teaching (India) – ELTAI
2. The English Classroom – CIEFL
3. Asian EFL Journal
4. Indian Journal of Applied Linguistics
5. International Journal of English Studies

E-Resources

1. <https://www.bbc.co.uk/learningenglish>
2. <https://www.duolingo.com/>
3. <https://owl.purdue.edu>
4. <https://learnenglish.britishcouncil.org>
5. <https://learningenglish.voanews.com>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	1	1	3	29
CO2	9	9	9	3	3	1	3	37
CO3	3	9	3	1	1	1	1	19
CO4	3	9	3	3	1	1	3	23
CO5	9	9	9	9	9	3	3	51
Total	33	45	27	19	15	7	13	159

Low-1

Medium-3

High-9

Part II-Language II –Critical Reading and Reflective Writing (Advanced)

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JBLEA22

Hours / Week: 5

Credit: 3

Course Objectives:

1. To strengthen learners' ability to read, comprehend, and evaluate complex academic and social texts with critical insight.

2. To develop clear, confident, and reflective writing skills that engage both personal response and academic rigor.

Unit I – Critical Reading for Academic Purposes (15 hours)

Active reading strategies: inference, synthesis, evaluation
 Analyzing arguments, assumptions, and perspectives
 Identifying bias, tone, and purpose in academic and journalistic texts
 Practice with essays, reports, and abstracts

Unit II – Critical Reading in Real-World Contexts (15 hours)

Editorials, opinion pieces, TED Talks, interviews
 Reading visual media: infographics, advertisements
 Deconstructing social messages in public texts
 Understanding framing and representation

Unit III – Reflective Writing Essentials (15 hours)

Introduction to reflective and response writing
 Personal experiences vs academic reflections
 Structure: experience, analysis, learning
 Use of narrative voice, coherence, and style

Unit IV – Academic and Professional Writing (15 hours)

Summary, paraphrasing, note-taking
 Writing clear introductions, thesis statements, and conclusions
 Language for coherence: transitions, linking ideas
 Email writing, formal letters, and workplace communication

Unit V – Integrated Project-Based Writing (15 hours)

Critical response to a theme or issue
 Drafting and revising: peer feedback and self-editing
 Portfolio of reading notes and reflective journal entries
 Final reflective essay with integrated source material

Course Outcomes

At the end of the course, students will be able to:

CO1: Apply critical reading strategies to interpret academic and real-world texts.

CO2: Identify and evaluate arguments, perspectives, and implicit meanings in diverse sources.

CO3: Write structured reflective pieces that connect personal learning with broader contexts.

CO4: Use language effectively for academic and workplace communication.

CO5: Produce original written content through planning, feedback, and revision.

Textbooks:

1. Board of Editors. *English for Academic and Professional Skills*. Foundation Books, 2012.
2. Goatly, Andrew. *Critical Reading and Writing: An Introductory Coursebook*. 2nd ed., Routledge, 2000.

Reference Books:

1. Bassot, Barbara. *The Reflective Journal*. 3rd ed., Bloomsbury Academic, 2020.

2. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge University Press, 2006.
3. Chin, Peter, et al. *Academic Writing Skills*. Cambridge University Press, 2012.

Journals:

1. ELT Journal – Oxford University Press
2. Journal of English for Academic Purposes (JEAP)
3. Reflective Practice: International and Multidisciplinary Perspectives
4. Journal of Second Language Writing
5. Language Learning in Higher Education

E-Resources:

1. <https://www.bbc.co.uk/learningenglish>
2. <https://www.duolingo.com/course/en/learn>
3. <https://owl.purdue.edu>
4. <https://learnenglish.britishcouncil.org>
5. <https://learningenglish.voanews.com>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	3	1	3	31
CO2	9	9	9	3	3	1	3	37
CO3	3	9	3	1	1	1	1	19
CO4	9	3	3	3	3	3	3	27
CO5	9	9	9	9	9	3	3	51
Total	39	39	27	19	19	9	13	165

Low-1 Medium-3 High-9

**Part II-Language II –Workplace English: Foundations of English Communication Skills
(Basic)**

(For Students Admitted from 2025-26)

Semester: III

Subject Code: JBLEB32

Hours / Week: 5

Credit: 3

Course Objectives:

1. To introduce students to the foundational English communication skills required for academic and workplace success.
2. To develop students' ability to listen, speak, read, and write effectively in professional and everyday contexts.

Unit I – Listening and Speaking for the Workplace

(15 hours)

Listening for gist and specific information

Common workplace conversations (meetings, instructions, discussions)

Speaking clearly and confidently

Role-plays: introducing oneself, telephonic conversations, customer service

Unit II – Reading Comprehension and Interpretation (15 hours)

Reading job descriptions, instructions, and professional emails
Skimming and scanning
Interpreting workplace documents (memos, notices, reports)
Vocabulary building through workplace scenarios

Unit III – Writing for Professional Communication (15 hours)

Sentence and paragraph writing basics
Email writing, notices, circulars, and short reports
Grammar in use: tenses, connectors, punctuation
Writing CVs/resumes and cover letters

Unit IV – Workplace Etiquette and Communication (15 hours)

Verbal and non-verbal communication
Workplace manners and digital etiquette
Team communication and professionalism
Cross-cultural sensitivity in communication

Unit V – Applied Communication Practice (15 hours)

Group discussion practice
Mock interviews and elevator pitches
Giving and receiving feedback
Mini projects: newsletter, team report, job interview simulation

Course Outcomes

At the end of the course, students will be able to:

- CO1:** Demonstrate the ability to listen and respond appropriately in workplace contexts.
CO2: Read and interpret various workplace documents with understanding and accuracy.
CO3: Write simple and correct emails, reports, and professional documents.
CO4: Speak confidently and clearly in a range of formal and informal situations.
CO5: Exhibit professionalism and communication etiquette in simulated work environments.

Textbooks:

1. Board of Editors. *English for Effective Communication*. Cambridge University Press, 2019.
2. Sasikumar, V., Dhamija, P.V. *Spoken English: A Self-Learning Guide to Conversation Practice*. Tata McGraw-Hill, 2000.

Reference Books:

1. Kaul, Asha. *Business Communication*. PHI Learning, 2015.
2. Pillai, Radhakrishna. *Soft Skills and Communication*. Cambridge University Press, 2018.
3. Guffey, Mary Ellen. *Essentials of Business Communication*. Cengage Learning, 2016.

Journals:

1. ELT Journal – Oxford University Press
2. The Journal of Business Communication

3. English for Specific Purposes
4. Journal of English for Academic Purposes
5. TESOL Quarterly

E-Resources:

1. <https://learnenglish.britishcouncil.org/skills/listening/a-job-interview>
2. <https://www.bbc.co.uk/learningenglish/english/features/business>
3. <https://www.coursera.org/learn/business-english>
4. <https://www.cambridgeenglish.org/learning-english/>
5. https://owl.purdue.edu/owl/general_writing/index.html

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	1	1	1	3	21
CO2	9	9	9	1	3	3	1	35
CO3	3	3	3	3	3	3	1	19
CO4	9	3	3	3	3	1	3	25
CO5	9	9	9	9	3	3	9	51
Total	39	27	27	17	13	11	17	151

Low-1 Medium-3 High-9

Part II-Language II –English for the Corporate World (Advanced)
(For Students Admitted from 2025-26)

Semester: III

Hours / Week: 5

Subject Code: JBLEA32

Credit: 3

Course Objectives:

1. To equip students with advanced English communication skills for professional, managerial, and corporate environments.
2. To develop competence in business writing, formal presentations, cross-cultural communication, and strategic interpersonal interactions.

Unit I: Corporate Communication Essentials

(15 hours)

Characteristics of effective corporate communication
Tone, register, and style in formal communication
Organizational hierarchies and communication flow
Case studies: corporate miscommunication

Unit II: Advanced Business Writing

(15 hours)

Writing business emails, proposals, and executive summaries
Report writing: types, structure, and formats
Drafting memos, circulars, minutes of meetings

Grammar focus: clarity, conciseness, and coherence

Unit III: Presentations and Public Speaking (15 hours)

Structuring persuasive presentations
 Designing visual aids (PowerPoint, Infographics)
 Delivery strategies: voice modulation, pacing, and body language
 Mock corporate presentations and peer review

Unit IV: Workplace Interactions and Negotiations (15 hours)

Small talk and rapport-building in meetings
 Handling interviews, appraisals, and feedback sessions
 Cross-cultural communication and global etiquette
 Business negotiation language and strategies

Unit V: Communication for Leadership and Teamwork (15 hours)

Leading meetings and managing group discussions
 Conflict resolution and assertive communication
 Email diplomacy and handling sensitive issues
 Communication in remote and hybrid work environments

Course Outcomes

At the end of the course, students will be able to:

- CO 1:** Demonstrate professional fluency in written and spoken corporate communication.
- CO 2:** Apply advanced business writing techniques to create formal documents and reports.
- CO 3:** Deliver effective presentations using appropriate language and visual tools.
- CO 4:** Manage workplace interactions with cultural awareness and strategic communication.
- CO 5:** Exhibit leadership communication skills in team-based and conflict-prone situations.

Textbooks:

1. Murphy, Raymond. *English for Business Communication*. Cambridge University Press, 2010.
2. Mehta, Pratima. *Communication Skills for Professionals*. Pearson Education, 2017.

Reference Books:

1. Chaturvedi, P. D., and Chaturvedi, M. *Business Communication: Concepts, Cases and Applications*. Pearson, 2013.
2. Kaul, Asha. *Effective Business Communication*. PHI Learning, 2015.
3. Thill, John V., and Bovee, Courtland L. *Excellence in Business Communication*. Pearson, 2016.

Journals:

1. International Journal of Business Communication
2. Journal of Technical Writing and Communication
3. Harvard Business Review
4. English for Specific Purposes
5. Business and Professional Communication Quarterly

E-Resources:

1. <https://hbr.org/>
2. https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/business_communication.html
3. <https://www.bbc.co.uk/learningenglish/english/features/business>

4. <https://www.coursera.org/learn/business-english>
 5. <https://www.cambridgeenglish.org/learning-english/exams/business-certificates/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	3	3	27
CO2	9	9	3	3	3	3	1	31
CO3	9	3	3	1	3	9	3	31
CO4	9	9	9	3	3	3	3	39
CO5	9	9	9	3	3	3	9	45
Total	45	33	27	13	15	21	19	173

Low-1 Medium-3 High-9

Part II-Language II –Professional Communication Skills (Basic)

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBLEB42

Hours / Week: 5

Credit: 3

Course Objectives:

- To introduce students to fundamental principles of effective verbal and written communication in academic and professional contexts.
- To develop the learners' ability to communicate confidently in workplace scenarios using standard English structures.

Unit I: Fundamentals of Professional Communication

(15 hours)

Definition and types of communication
 Barriers to effective communication
 7 Cs of communication
 Verbal and non-verbal communication
 Importance of active listening and clarity

Unit II: Writing in Professional Contexts

(15 hours)

Formal and informal email writing
 Paragraph writing and note-making
 Resume and cover letter basics
 Sentence connectors and grammar for clarity
 Error correction and proofreading exercises

Unit III: Speaking for the Workplace

(15 hours)

Introducing oneself in professional settings
 Role plays: making requests, giving information
 Participating in group discussions
 Practicing pronunciation and intonation
 Telephone etiquette and voice modulation

Unit IV: Reading and Understanding Workplace Documents

(15 hours)

Reading notices, memos, instructions
 Comprehending office-related texts (job ads, reports)

Vocabulary building for business and office contexts
Identifying tone and purpose in documents

Unit V: Everyday Communication Practice

(15 hours)

Giving and receiving directions/instructions
Expressing opinions and agreeing/disagreeing
Conducting short interviews/surveys
Project: Preparing a simple work-related report or poster
Reflective writing on communication experiences

Course Outcomes

At the end of the course, students will be able to:

- CO1:** Understand the fundamentals of effective communication in professional environments.
CO2: Apply basic writing skills in drafting emails, notes, and job-related documents.
CO3: Speak clearly and confidently in common workplace situations.
CO4: Interpret and respond to a variety of professional reading texts.
CO5: Demonstrate the ability to communicate appropriately in team and office-based tasks.

Textbooks:

1. Board of Editors. *English for Professional Communication*. Cambridge University Press/Foundation Books.
2. Sasikumar, V. et al. *A Course in Listening and Speaking*. Foundation Books.

Reference Books:

1. Krishna Mohan & Meera Banerji. *Developing Communication Skills*. Macmillan, 2000.
2. Raman, Meenakshi & Sharma, Sangeeta. *Technical Communication: Principles and Practice*. Oxford University Press, 2015.
3. Tyagi, Kavita & Misra, Padma. *Professional Communication*. PHI Learning, 2011.

Journals:

1. Language and Communication – Elsevier
2. Business and Professional Communication Quarterly
3. The Journal of English for Academic Purposes
4. Asian ESP Journal

E-Resources:

1. <https://www.bbc.co.uk/learningenglish/english/features/business>
2. https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html
3. <https://learnenglish.britishcouncil.org/skills>
4. <https://learningenglish.voanews.com/z/952>
5. <https://www.duolingo.com/>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	1	1	1	19
CO2	9	9	3	3	3	3	1	31
CO3	9	3	3	1	3	1	3	23
CO4	9	9	9	1	3	3	1	35
CO5	9	3	9	3	3	1	9	37
Total	45	27	27	9	13	9	15	145

Low-1 Medium-3 High-9

Part II-Language II –Strategic communication for Global Careers (Advanced)
(For Students Admitted from 2025-26)

Semester: IV
Subject Code: JBLEA42

Hours / Week: 5
Credit: 3

Course Objectives:

1. To develop advanced strategic communication skills essential for professional success in global and multicultural workplaces.
2. To enhance students' ability to analyze, craft, and deliver effective messages in diverse professional and cross-cultural contexts.

Unit I: Foundations of Strategic Communication (15 hours)

Meaning and significance of strategic communication
Elements of the communication process
Cultural intelligence and global workplace etiquette
Barriers and ethical challenges in global communication

Unit II: Communication in Multicultural Environments (15 hours)

Cross-cultural communication models (Hofstede, Trompenaars)
Language sensitivity, code-switching, and neutrality
Case studies: communication mishaps and cultural faux pas
Group discussions and conflict resolution simulations

Unit III: Strategic Business Writing (15 hours)

Professional emails, reports, and proposals
Tone, clarity, and coherence in formal communication
Writing for international clients and stakeholders
Executive summaries and presentation scripts

Unit IV: Professional Speaking and Presentation Skills (15 hours)

Designing and delivering persuasive global presentations
Elevator pitches and networking conversations
Communication for leadership and influence

Video conferencing, virtual interviews, and webinar skills

Unit V: Digital and Media Communication

(15 hours)

LinkedIn profile writing and personal branding
 Communication through social media and multimedia
 Crisis communication and press release writing
 Communication analytics: evaluating impact and reach

Course Outcomes

At the end of the course, students will be able to:

- CO 1:** Demonstrate effective strategic communication in diverse professional settings.
CO 2: Apply cultural awareness in interpersonal and workplace communication.
CO 3: Produce well-structured, audience-sensitive business documents.
CO 4: Deliver high-impact professional presentations for global audiences.
CO 5: Utilize digital tools and social platforms for professional communication.

Textbooks:

1. Argenti, Paul A. *Corporate Communication*. McGraw-Hill Education, 2021.
2. Chaney, Lillian H., and Martin, Jeanette S. *Intercultural Business Communication*. Pearson, 2014.

Reference Books:

1. Guffey, Mary Ellen, and Loewy, Dana. *Business Communication: Process and Product*. Cengage Learning, 2021.
2. Lehman, Carol M., and DuFrene, Debbie D. *Business Communication*. Cengage, 2019.
3. Beebe, Steven A., and Mottet, Timothy P. *Business and Professional Communication: Principles and Skills for Leadership*. Pearson, 2020.

Journals:

1. Journal of Business and Technical Communication
2. International Journal of Intercultural Relations
3. Global Business and Organizational Excellence
4. Business Communication Quarterly
5. Harvard Business Review

E-Resources:

1. <https://www.coursera.org/>
2. <https://www.linkedin.com/learning/>
3. https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html
4. <https://www.bbc.co.uk/learningenglish/english/features/business>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	1	3	23
CO2	9	9	3	3	3	1	3	31
CO3	9	3	3	3	3	3	1	25
CO4	9	3	9	3	3	3	3	33
CO5	9	3	9	3	3	9	3	39
Total	45	21	27	15	13	17	13	151

Low-1 Medium-3 High-9

VALUE ADDED PROGRAMME

(For Students Admitted from 2025-26)

Programme Specific Outcomes

PSO1: Acquire the appropriate pronunciation in English and Japanese

PSO2: Enhance communication skill in English and Japanese

PSO3: Develop proficiency in English to the requirement of workplace

PSO4: Enhance vocabulary skill in Japanese

PSO5: Acquire the recent skills in teaching and learning to meet the challenges in the current scenario

PSO6: Implant the passion for teaching and developing the teaching strategies

PSO7: Gain an advanced understanding of technology-oriented teaching and learning

VALUE ADDED PROGRAMME STRUCTURE

Subject Code	Course	Year	Subject Title	Hrs	Credit	Marks
JCSB1P	Basic	All IUG Students	Speaking Proficiency in English - Basic (Practical)	50	5	100
JCSA1P	Advanced		Speaking Proficiency in English - Advanced (Practical)			
JCTS1P	Core II	II UG Students	Teaching Skills (Practical)	50	5	100
JCJS1P	Core II		Japanese Spoken Language (Practical)			
Total				100	10	200

Speaking Proficiency in English – Basic (Practical)

(For Students Admitted from 2025-26)

Subject Code: JCSB1P

Hours: 50

Credit: 5

Course Objectives:

1. To enable the students to be proficient user of English language both in formal and informal contexts

2. To transfer the language skills in academics and workplace effectively

Unit – I (Listening Skill) (10 Hours)

Introduction to English Sound System (Vowels and Consonants) - Pronunciation of Words (Drill Practice).

Unit – II (Speaking Skill) (10 Hours)

Self-Introduction, Greeting Each Other, Asking for Information, Complaining, Apologizing and Telephonic Conversation.

Unit – III (Reading Skill) (10 Hours)

Reading Short Stories, Newspaper (Reading aloud Practice).

Unit – IV (Writing Skill) (10 Hours)

Writing emails, Writing Leave Application.

Unit – V (Work Place) (10 Hours)

Using English in Real Life Situations, Mock Interview.

Course Outcomes:

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

CO 1: Speak in English with appropriate pronunciation

CO 2: respond fluently in English

CO 3: communicate in both formal and informal contexts

CO 4: deliver speech in English

CO 5: build self confidence

Text Books:

1. Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Macmillan Publishers India, New Delhi, 2012.
2. Lidiya K, Rajesh. *Communicative English*. New Delhi, Oxford University Press, 2012.
3. Syamala V. *Effective English Communication for You*. Chennai, Emerald Publishers, 2010.
4. Skandera, Paul and Burleigh, Peter. *A Manual of English Phonetics and Phonology*. Gunter Narr, Germany, 2016.

Reference Books:

1. Kannan S, Padmasani. *Communicative English*. Chennai: MJP Publishers, 2012.
2. Ganesan M, Karthigai. *Enrichment of English for Career Development*. Chennai: New Century Book House, 2015.
3. Davenport, Mike and Hannahs, S.J. *Introducing Phonetics and Phonology*. New York: Routledge, 2010.

Speaking Proficiency in English – Advanced (Practical)

(For Students Admitted from 2025-26)

Subject Code: JCSA1P**Hours: 50****Credit: 5****Course Objectives:**

1. To practice the students to be proficient user of English language in all the contexts
2. To train the students to exhibit the language skills effectively

Unit – I (Listening Skill)**(10 Hours)**

Listening and Responding to Formal and Informal Situations, Listening to Short Videos.

Unit – II (Speaking Skill)**(10 Hours)**

Welcome Speech, Vote of Thanks, Speech at Farewell Party.

Unit – III (Reading Skill)**(10 Hours)**

Reading and Identifying Idioms and Phrases from day-to-day communication.

Unit – IV (Writing Skill)**(10 Hours)**

Application for Jobs, Writing a Resume.

Unit – V (Work Place)**(10 Hours)**

Group Discussion, Conducting Formal Mock Meeting.

Course Outcomes:

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

CO 1: Speak in English with appropriate pronunciation**CO 2:** respond proficiently in English**CO 3:** communicate in both formal and informal contexts**CO 4:** deliver speech in English**CO 5:** build self confidence**Text Books:**

1. Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Macmillan Publishers India, New Delhi, 2012.
2. Lidiya K, Rajesh. *Communicative English*. New Delhi, Oxford University Press, 2012.
3. Syamala V. *Effective English Communication for You*. Chennai, Emerald Publishers, 2010.
4. Skandera, Paul and Burleigh, Peter. *A Manual of English Phonetics and Phonology*. Gunter Narr, Germany, 2016.

Reference Books:

1. Kannan S, Padmasani. *Communicative English*. Chennai: MJP Publishers, 2012.
2. Ganesan M, Karthigai. *Enrichment of English for Career Development*. Chennai: New Century Book House, 2015.

3. Davenport, Mike and Hannahs, S.J. *Introducing Phonetics and Phonology*. New York: Routledge, 2010.

Students opting for this course are expected to practice and develop their speaking proficiency in English. For internal assessment students have to record their speech and present it.

External marks - 75

Internal marks - 25

100

Teaching Skills (Practical)

(For Students Admitted from 2025-26)

Subject Code: JCTS1P

Hours: 50

Credit: 5

Course Objectives:

1. To equip the students to use different teaching aids and adopt different teaching methods in the classroom
2. To train the students to exhibit the innovative teaching practice in the classroom

Unit – I

(10 Hours)

Lesson Plan – What does a Lesson Plan Involve?- Modal Lesson Plan Preparation.

Unit-II

(10 Hours)

Teaching Aids-Visual Aids-Using Black Board & Smart Board Worksheets-Flash Cards Posters.

Unit-III

(10 Hours)

Grouping Students-Assigning Group Work-Correcting Learners-Giving Feedback.

Unit-IV

(10 Hours)

Assessing Students-Principles of Testing-Types of Tests-Descriptive Analysis of Students' Mark.

Unit-V

(10 Hours)

10 Hours of Teaching Practice-A report should be submitted by each student.

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>

Japanese Spoken Language (Practical)

(For Students Admitted from 2025-26)

Subject Code: JCJS1P

Hours: 50

Credit: 5

Course Objectives:

1. To develop the students' ability to engage in simple conversations in Japanese, including greetings, introductions, and basic everyday interactions.
2. To expand vocabulary related to various topics such as daily activities, food, travel, and hobbies to facilitate communication in different contexts.

Unit - I (Introducing Self and Others, Greeting, Requesting)

(10 Hours)

Greetings; Please again; Talk briefly about yourself

Unit - II (Questions for Recommendations, Suggestions, Interests)

(10 Hours)

Where to eat?; What do you love?; There are three rooms, Nice room

Unit - III (Direct Questions-Specific & General)

(10 Hours)

What time do you wake up?; When is the best time?

Unit - IV (Asking for Information)

(10 Hours)

What are your hobbies?; Would you like to go with us?; How do I do this?; It is a famous temple.

Unit - V (Day to day communication)

(10 Hours)

Cute!; Please give me this; It was fun; I want to go to Kyoto next.

Practice: Using Japanese language in Real Life Situation - Self introduction, My family, Daily routine, My hobby, My favourites.

Course Outcomes:

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

CO 1: Speak in Japanese with appropriate pronunciation

- CO 2:** respond for Japanese phrases
CO 3: communicate in both formal and informal contexts
CO 4: deliver speech in Japanese
CO 5: build self confidence

Students opting for this course are expected to practice and develop their speaking skill in Japanese.

For internal assessment students have to record their speech and present it.

External marks - 75

Internal marks - 25

100

Text Book:

1. Japanese Foundation- Japanese Language and Culture MARUGOTO Course Book for Communicative Language Activities STARTER A1

Extra Credit-Employability Skills

For PG Programme
Extra Credit-Employability Skills
 (For Students Admitted from 2025-26)

Semester: III

Subject Code: JMESX3

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							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	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

Extra Credit- Employability Skills

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBESX5

Credit: 2

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 Satyanayana. *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

CVAC I - Understanding India

(For Students Admitted from 2025-2026)

Semester: II

Subject Code: JBUI2V

Hours/week: 2

Credit: 2

Course Objective:

1. To provide learners with a comprehensive overview of India's diverse cultural, historical, social, political, and economic landscapes.
2. To develop a nuanced understanding of India's evolution as a nation, its internal complexities, and Indian Polity.

Unit I

(6 hours)

History of India: India's freedom struggle: An introduction to Indian knowledge systems: Indian First War of Independence, Non-Cooperation Movement in Indian Independence, Quit India Movement, Civil Disobedience Movement

Unit II

(6 hours)

Geography of India: India's Geographical overview with neighbours - India and its relationship with neighbouring countries -Types of diversities in India -Geographical diversities of India

Unit III

(6 hours)

Communicating Culture: Oral narratives: Myths, tales and folklore- Introduction to the Tribal Cultures of India - Indian Oral narrative, myths, tales & folklore - Tribal cultures of India - Odisha's Special Development Councils

Unit IV

(6 hours)

Indian Social Structure: Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender - Continuity and change in social structure in India - Caste. Class and Gender in India - Indian Caste and Communities

Unit V

(6 hours)

Understanding Indian Polity: The evolution of State in India: Nature and origin Interpreting India: Traditional, Modern and Contemporary Constitution as a living document - The evolution of Indian state - changing the Nature of Indian state - The traditional, modern and contemporary India - Constitution of India

Text Book:

1. Ramesh Dutta Dikshit, Political Geography: Politics of Place and Spatiality of Politics, Macmillan Education, 2020.

References Books :

1. Bose D. M., S. N. Sen and B. V. Subbarayappa ed. (1971) A Concise History of Science in India, Indian National Science Academy, New Delhi.
2. A. K. Ramanujan, "A Flowering Tree': A Woman's Tale", Oral Tradition, 12/1 (1997): 226- 243.

Journals :

1. Indian Journal of Politics and International Relations.
2. Journal of Indian History.
3. The Indian Journal of Educational Technology.

E-Resources:

1. <https://doi.org/10.1177/0038022919680205>
2. <https://iksindia.org>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	3	9	9	3	29
CO2	1	3	3	9	1	3	9	29
CO3	3	1	9	3	9	1	3	29
CO4	3	1	3	9	1	3	1	21
CO5	1	9	3	1	3	1	3	21
Total	11	15	19	25	23	17	19	129

Low-1

Medium-3

High-9

CVAC II– ENVIRONMENTAL SCIENCE FOR SUSTAINABLE DEVELOPMENT

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JBES3V****Hours / week: 2****Credits: 2****Course Objectives:**

1. To introduce students to the principles of sustainable development, environmental conservation, and the global efforts supporting ecological balance and human well-being.
2. To develop awareness and practical understanding of biodiversity, pollution control, natural resource management, and the role of institutions in promoting sustainability.

Unit I**(6 hours)**

Sustainable Development Goals (SDGs) – Introduction, History, 17 SDGs, Agenda 21, Earth Summit, eight Millennium Development Goals (MDGs), UN Sustainable Development Summit, Paris Agreement on Climate Change.

On ground activity: Plant and maintain a sapling

Unit II**(6 hours)**

The concept of Environmental Science – Introduction, Definition, Scope and importance
Natural Resources – Forest, Marine, Wet land, Water and Land Resources, Food resources; changes caused by agriculture and overgrazing; effects of fertilizer and pesticide. Energy resources – use of alternate energy resources; Role of individual in conservation of natural resources.

Ecosystems – Concept – Structure and function of an ecosystem, producers, consumers and decomposers, Energy flow; food chains; food webs and ecological pyramids.

Unit III**(6 hours)**

Land and Marine Biodiversity conservation - Introduction, Definition, biodiversity- Land and marine, threats to biodiversity: habitat loss, poaching of wildlife, endangered and endemic species of India, In- situ and Ex- situ conservation of biodiversity (Turtle Hatchery), Wildlife Protection Act, Forest Conservation Act. Birds Sanctuary in Ramanathapuram, Gulf of Mannar Bioreserve, Mangrove Forest and Ecotourism in Ramanathapuram district
Field trip: Gulf of Mannar National Park

Unit IV

(6 hours)

Environmental Pollution and its Prevention – Definition, causes, effects and control measures of air, water, and soil pollution. Climate change, global warming, acid rain, ozone layer depletion. Environment Protection Act – Air and Water (Prevention and Control of Pollution) Act, Solid Waste management
On-ground activity: Coastal clean up

Unit V

(6 hours)

Role of research institutes in sustainable livelihood – Population growth; Education for Women, Balanced Diet, Menstrual hygiene, Role of ICAR-CMFRI, CSIR-MARS, KVK, and UNICEF in the development of sustainable food resources.

Course Outcomes:

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

CO1: Understand the history, goals, and importance of the Sustainable Development Goals (SDGs) and related global initiatives

CO 2: Recognize the value of natural resources and ecosystems

CO 3: Learn why biodiversity matters, what harms it, and how to protect plants and animals, especially in places like the Gulf of Mannar.

CO 4: Understand what causes pollution and how we can prevent it through laws and personal actions.

CO 5: Know how research centers and organizations help people live better through food, health, and education programs.

Text Books:

1. Erach Bharucha, *Environmental studies for undergraduate courses*, University Grant commission, New Delhi, 202
2. Kumaraswamy K., *Environmental Studies*, Jazym Publications, 2013.

References Books:

1. Arumugam N. and Kumaresan B., *Environmental Studies*, Saras publications, 2012.
2. Dr. Biswarup Mukherjee., *Fundamentals of Environmental Biology*, Silver line Publications, 2008
3. Dr. D. K. Asthana & Dr. Meera Asthana, *A Text Book of Environmental Studies*, S Chand & Co Ltd, Revise Edition, 2006.

Journals:

1. Journal of Environmental Studies and Sciences
2. Journal of environmental sciences
3. Nature climate change

E- Resources:

1. <https://nptel.ac.in/courses/127/105/127105018/>
2. <https://sdgs.un.org/goals>
3. <http://eprints.cmfri.org.in/14270/>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/enviornmental-science-\(333\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/enviornmental-science-(333).aspx)
5. https://rajneeshrajoria.weebly.com/uploads/4/9/0/6/49069889/environmental_science_birm301.pdf
6. <https://nios.ac.in/media/documents/srsec314newE/PDFBIO.EL24.pdf>
7. <https://nios.ac.in/media/documents/srsec314newE/PDFBIO.EL25.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	3	9	9	3	29
CO2	1	3	3	9	1	3	9	29
CO3	3	1	9	3	9	1	3	29
CO4	3	1	3	9	1	3	1	21
CO5	1	9	3	1	3	1	3	21
Total	11	15	19	25	23	17	19	129

Low-1

Medium-3

High-9

CVAC III – Digital and Technology Solution

(For Students Admitted from 2025-26)

Semester: IV**Subject Code: JBBDT4V****Hours/week: 2****Credit: 2****Course Objectives:**

1. To introduce key concepts in operating systems, communication systems, digital tools, and emerging technologies.
2. To equip students with skills in e-commerce, cybersecurity, and innovative technologies for effective problem-solving and governance.

Unit I**(6 Hours)**

Operating Systems: Types and Functions. Problem Solving: Algorithms and Flowcharts. Communication Systems: Principles, Model & Transmission Media, Computer Networks & Internet: Concepts & Applications, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking.

Unit II**(6 Hours)**

Computer Based Information System: Significance & Types. E-commerce & Digital Marketing: Basic Concepts, Benefits & Challenges. Digital India & e-Governance: Initiatives, Infrastructure, Services and Empowerment.

Unit III**(6 Hours)**

Digital Financial Tools: Unified Payment Interface, Aadhar Enabled Payment System, USSD, Credit/Debit Cards, e-Wallets, Internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and

PoS. Cyber Security: Threats, Significance, Challenges, Precautions, Safety Measures, & Tools, legal and ethical perspectives.

Unit IV

(6 Hours)

Emerging Technologies & their applications: Overview of Cloud Computing, Big Data, Internet of Things, and Virtual Reality.

Unit V

(6 Hours)

Emerging Technologies & their applications: Blockchain & Cryptocurrency, Robotics, Machine Learning & Artificial Intelligence, 3-D Printing. Digital Signatures

Text Books:

1. Pramod Kumar, Anuradha Tomar, R. Sharmila, "*Emerging Technologies in Computing - Theory, Practice, and Advances*", Chapman and Hall / CRC, 1st Edition, 2021
2. V. Rajaraman, "*Introduction to Information Technology*", PHI, 3rd Edition, 2018
3. E. Balagurusamy, "*Fundamentals of Computers*", Tata Mc GrawHill, 2nd Edition, 2011
4. Behrouz A. Forouzan, "*Data Communications and Networking*", McGraw Hill, 4 Edition, 2007,

Reference Books:

1. Rajkumar Buyya, James Broberg, and Andrzej Gosciniński, "*Cloud Computing-Principals and Paradigms*", Wiley, 2011
2. Stuart Russel and Peter Norvig, "*Artificial Intelligence - A Modern Approach*", Pearson Education, 3rd Edition, 2010
3. Samuel Greengard, "*Internet of Things*", The MIT Press, 2015
4. C.S.V. Murthy, "*E-Commerce Concept, Models & Strategies*", Himalaya Publishing House, 2015
5. Hurwith, Nugent Halper, Kaufman, "*Big Data for Dummies*", Wiley & Sons, 1st Edition, 2013

Course Outcomes:

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

CO1: Understand key digital concepts

CO2: Apply e-commerce and digital marketing concepts

CO3: Analyze digital financial tools and cyber security

CO4: Explain emerging technologies and their applications

CO5: Evaluate the impact of emerging technologies

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO								
CO1	3	1	3	1	3	3	3	17
CO2	3	1	3	1	3	3	3	17
CO3	3	1	3	1	3	3	3	17
CO4	3	1	3	1	3	3	3	17
CO5	3	1	3	1	3	3	3	17
Total	15	5	15	5	15	15	15	85

Low-1

Medium-3

High-9

CVAC IV- Health and Wellness
(For Students Admitted from 2025-2026)

Semester: V

Hours/week: 2

Subject Code: JBHW5V

Credit: 2

Course Objectives:

1. To understand the importance of a healthy lifestyle and familiarize students on physical and mental health
2. To increase awareness of various diseases associated with lifestyle and enable understanding of stress management

Unit I

(6 hours)

Introduction to health & wellness: Define, differentiate health and wellness, Importance of health and wellness education, Local, demographic, societal issues, factors affecting health and wellness.

Unit II

(6 hours)

The Role of Essential Nutrients in a Balanced Diet: Diet and nutrition for health & wellness, Essential components of balanced diet for healthy living, Specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals. Malnutrition.

Unit III

(6 hours)

Unhealthy Eating Habits, and Lifestyle Factors on Body Systems: Processed foods, unhealthy eating habits, Body systems, common diseases, Sedentary lifestyle and its risk of disease, stress, anxiety, and depression.

Unit IV

(6 hours)

Management of health and wellness: Healthy foods for prevention, progression of Cancer, Hypertension, Cardiovascular, Types of Physical Fitness and its Health benefits.

Unit V

(6 hours)

Spirituality and mental health: Role of Yoga, asanas, meditation in maintaining health and wellness, Role of sleep in maintenance of physical, mental health.

Course Outcomes:

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

- CO1:** Explain the principles of physical, mental, and emotional well-being and their role in overall health.
- CO2:** Assess the impact of diet, physical activity, and lifestyle habits on health and disease prevention.
- CO3:** Identify stressors and implement effective coping mechanisms to enhance mental and emotional well-being.
- CO4:** Apply knowledge of health policies, disease prevention, and wellness programs to advocate for community health.
- CO 5:** Explore alternative and complementary health practices, including mindfulness, fitness, and self-care techniques.

Text Books:

1. Raheena, S. *Health and Wellness: A Practical Approach*. CBS Publishers & Distributors, 2nd Edition, 2019
2. Tariq, M. *Food and Health: The Interlinking of Nutrition and Wellness*. Springer, 1st Edition, 2020.
3. Pood, V., & Gopinath, S., *Foundations of Health and Wellness*. Wiley-Blackwell, 1st Edition, 2021.

Reference Books:

1. Bouchard, C., Blair, S. N., & Haskell, W. L, *Physical Activity and Health*. Human Kinetics, 2007
2. Attached, E., & Fernandez, M., *Mental Health Workbook*. Independently published, 2021.
3. Lorick, N. *Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Wellbeing*. Rockridge Press, 2022
4. Nyambichu, C., & Lumiri, J. *Lifestyle Diseases: Lifestyle Disease Management*. Independently published, 2018.

Journals:

1. Journal of Nutrition and Health Sciences
2. Health Promotion International
3. American Journal of Health Promotion

E-Resources:

1. <https://www.who.int/health-topics>
2. <https://www.nimh.nih.gov/>
3. <https://pmc.ncbi.nlm.nih.gov/>
4. <https://pmc.ncbi.nlm.nih.gov/>
5. <https://portal.ct.gov/-/media/DMHAS/SkillBuilding/Dana/Health-and-Wellness-FULL-Revised.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	3	57
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	39	309

Low-1

Medium-3

High-

Curriculum Cell Recommendations

CIA MARKS EVALUATION REFORMS (2025-26)

CIA COMPONENTS FOR UG & PG (THEORY)

CIA SPLIT FOR UG	Marks	CIA SPLIT FOR PG	Marks
Test Average	15	Test Average	15
Attendance	5	Attendance	5
Quiz I Year / Assignment II Year / Seminar III Year	2.5	Seminar	2.5
Classroom participation	2.5	Classroom participation	2.5
Total	25	Total	25

Note: Conduct two internal tests for each course .

CIA COMPONENTS FOR UG & PG (PRACTICAL)

CIA SPLIT FOR UG & PG	Marks
Test Average	15
Record	5
Attendance	5
Total	25

Note: Conduct two internal tests for each course

Evaluation criteria for e-Quiz

e-Quiz	No. of Questions : 20 MCQs
Game-based software application	2.5 Marks
Google Forms	
ERP software	

Note: Conduct the e-quiz anyone mode of the above method. One e-quiz assessments for each course

Evaluation criteria for Assignment -UG I Year & II Year

Assignment	2.5 Marks
Scrapbook preparation	
Model making	
Poster making	
Case study with certificate	

Note: Anyone mode of the above method & one assignment for each

course

Evaluation criteria for Seminar PG I & II Year, UG III Year

Seminar	2.5 Marks
Video making	
Audio integration with PPT	
YouTube upload	
Note: Anyone mode of the above method & one seminar for each course	

Evaluation criteria for Classroom participation - All UG & PG classroom participation

Classroom Participation	2.5 Marks
Extempore activity	
Group discussion	
Tutorial learning	
Note: Anyone mode of the above method	