

**Department of English**

**Semester- I**

(CC)

**EGC 201 Core Communicative English 1.1**

**Course Objectives:**

- To develop skills of speaking, listening, reading and writing
- To enhance communication skills in personal, social and professional situations
- To enable students to internalise the rules of English grammar.

**Course Outcomes:**

On completion of the course students will be able to:

- Interact at a personal and professional level using English as the medium of communication
- Gain proficiency in Group Communication
- Write short narratives and summaries with appropriate use of paragraphing and punctuation
- Follow instructions and directions through oral communication
- Identify and rectify errors in usage and syntax.

**Unit 1 – Comprehension**

**(20 hours)**

- **Reading Comprehension** - 20 marks

Students are to read the given passage and answer questions in writing.

Extracts from Vinay Sood, et al editors. *The Individual and Society: Essays, Stories and Poems* or similar texts to be used for practice exercises.

- **Listening Comprehension** – 15 marks

Students are to listen to the oral communication and demonstrate comprehension.

Extracts from the following domains to be used for practice: history, biography, sports, tourism, humanities, commercial or scientific research findings, newspaper report, or such similar areas.

**Unit 2 – Writing skills (Official Correspondence) - 15 marks**

**(10 hours)**

Students to be trained through exercises in

- Drafting applications
- CV writing
- Notices, Agenda, Minutes of Meetings.

**Unit 3 – Writing Skills (Expansion of ideas) – 20 marks**

**(10 hours)**

Students to be given training in

- Paragraph writing
- Essay writing

**Unit 4 – Writing Skills (Summarizing) – 20 marks**

**(10 hours)**

Students to be trained in

- Note-making
- Précis writing

**Unit 5 – Grammar (to be tested as usage) – 20 marks**

- Subject-verb agreement
- Conjugation of verbs
- Gender and number
- Tense
- Parts of speech
- Syntax
- Punctuation

## **Unit 6 – Oral Communication - 40 marks**

Vocal Techniques – voice modulation, body language

- Interpersonal sensitivity
- Vocabulary, alternatives to slang
- Group Discussion: leading and participating, persuasion and negotiation • Individual Speech-  
social, business, expressing opinions

### **Exam Pattern:**

**Intra-Semester Assessment (ISA) 30 Marks** Listening

Comprehension – 15 marks

Writing Skills (Official Correspondence)– 15 marks

**Semester End Examination (SEE) 40marks + 80marksOral**

**Mode: 40 marks**

- Individual Speech- 20 marks
- Group Discussion - 20 marks

**Written Mode: 80 marks**

Q1. Grammar-	20 marks
Q2. Writing Skills (Expansion of ideas)	
A. Paragraph Writing-	05 marks
B. Essay Writing-	15 marks
Q3. Comprehension-	20 marks
Q4. Writing Skills (Summarizing)-	20 marks

### References:

Gupta, Nilanjana. *English For All* . Laxmi Publications, 2010.

Jayakaran, I. *Everyone's Guide to Effective Writing*. 2M Publishing International, 2005.

Koneru, Aruna. *English Language Skills*. McGraw Hill Education (India) Private Limited, 2011Fourth Reprint 2018.

Mohan, Krishna and Meera Banerji. *Developing Communication Skills*. Trinity P, 2017. Raina, Roshan Lal, Iftikhar Alam & Faizia Siddiqui. *Professional Communication*. Himalaya Publishing House, 2012.

Sood, Vinay , et al. editors. *The Individual and Society: Essays, Stories and Poems*. Pearson, 2006.

### **ENA 201 Spoken English**

**No. of Credits: 04**

**No. of Lectures per week: 04 of one hour each**

**Total No. of lectures for the semester: 60**

**(w.e.f. 2020-21)**

**(AECC-B.A. & B.Com.)**

#### **Course Objectives:**

1. To listen to, understand and convey information
2. To listen to and respond appropriately to the contributions of others
3. To understand, order and present facts, ideas and opinions
4. To articulate experience and express what is thought, felt and imagined
5. To communicate clearly and fluently
6. To use grammatically correct language
7. To use register appropriate to audience and context.

### **Course Outcomes:**

On completion of the course the student should be able to:

1. Describe a visual or an object
2. Explain and give cause and effect
3. Narrate an experience with descriptive detail
4. Provide relevant information in response to a query
5. Use alternatives to slang
6. Take an active part in group discussion
7. Elicit and show respect for the views of others
8. Disagree, argue and use persuasive speech in appropriate language

### **Equipment**

- 1) **A Smartboard / Laptop and projection facility**
- 2) **Internet Connection**
- 3) **Video camera**
- 4) **Language laboratory, if possible, for use of interactive software, for students to practice on their own and access online training.**
- 5) **Voice Recorders**
- 6) **External Hard Disks for massive data storage**

### **Course Content: (60 hours)**

(Several components may be covered in every session)

- Pronunciation and Enunciation: (Vowels and Consonants and their types) Diction, intonation, phrasing, pausing, emphasis, stress, inflection.
- Grammar, vocabulary and alternatives to slang
- Conversation skills: e.g. interviews, chat show 'host-guest' situation
- Presentation skills
- Discussion skills: leading and participating.
- Active listening skills
- Asking and answering questions
- Requests and explanations
- Persuasion and Negotiation
- Expressing opinions
- Giving and getting advice
- Cross - cultural communication
- Skills required for conduct of meetings - Summarizing, Chairing, Explaining, Time Management

### **ENC 115 Introduction to Literature**

**No. of Credits: 04**

**No. of Lectures per week: 04 (total - 60 Lectures)**

**(w.e.f. 2020-21)**

**(DSC)**

### **Course Objectives:**

- To introduce students to the notion and realm of literature through an introduction to the major genres.
- To introduce the students to the essential literary terms and concepts.

- To highlight the nature and objectives of literature as a subject of study.
- To acquaint the students with various definitions of literature.
- To develop an interest in literature among learners.

**Course Outcomes:**

On completion of the course, the student will be able to:

- Explain basic literary concepts
- Define, and distinguish between, major genres of literature
- Be acquainted with major forms through select literary texts

**Course Content:**

**Unit 1- Introduction to Literary terms (10 hours)**

- A. Definitions of literature.
- B. Origin and growth of various literary forms
  - Poetry – Sonnet, Ode, Elegy, Lyric, Ballad
  - Prose – Short Story, Novella, Novel
  - Drama – Tragedy, Comedy, Tragicomedy

**Unit 2 – Poetry (15 hours)**

- **Michael Drayton** The Parting
- **William Shakespeare**
  - Sonnet 116 – Let me not to the marriage of true minds
  - Sonnet 18 – Shall I compare thee to a summer’s day?
- **John Milton**
  - When I consider
- **John Keats**
  - Ode to a Nightingale
- **Ben Jonson**
  - On my First Son
- **William Wordsworth**
  - The Solitary Reaper
- **Robert Frost**
  - Stopping by Woods on a Snowy Evening

**Unit 3 – Novel** (15 hours)  
**Manohar Malgonkar – *Spy in Amber***  
**Harper Lee- *To Kill A Mockingbird***

**Unit 4 – Drama** (20 hours)  
**J. M. Barrie - *The Admirable Crichton***  
**J. M. Synge - *Riders to the Sea***

**(GE)**

**ENG 107 Culture Study through Film: India**  
**No. of Credits: 04**  
**No. of Lectures per week: 04 (60 lectures per semester)**

Learning Objectives:

- To expose the learner to Indian Cinema vis-a-vis select landmark films
- To acquaint the learner with the major thematic and stylistic devices of the films
- To familiarise the learner with key terms and concepts in film studies
  
- To analyse a range of significant films in relation to key issues in film studies
- To encourage critical debate and form logical argument based on evidence in the film

Learning Outcomes: At the end of the course, the learner will be able to

- appreciate film as a vehicle of culture
- interpret a world increasingly shaped by motion pictures critique the medium of film.

Course Content :

Unit 1: Theory [10 hours]

- Introduction to Film Studies
- Qualities of Film as an artistic medium
- Approaches to film criticism
- Basic Film Theory and Terminology

Unit 2: Background [10 hours]

- History & Development of Indian Popular Cinema
- Gender and Film
- 'Masala' Films
- Regional cinemas of India

Unit 3: Films [40 hours]

Note: Colleges may choose a minimum of 8 films. 2 ½ - 3 hour lectures may be scheduled for a screening followed by discussion and review. Students may be asked to submit written reviews.

- Monsoon Wedding
- English Vinglish
- Slumdog Millionaire

- Pink
- Sholay
- Salaam Bombay
- Amar, Akbar, Anthony
- Fire / Water by Deepa Mehta
- Bride and Prejudice
- Lion
- Traffic Signal
- PK

## Semester-II

**EGC 202 Core Communicative English 1.2No. of Credits: 06**

**No. of Lectures per week: 06 of one hour each Total no. of lectures for the semester: 90 (w.e.f. 2020-21)**

(CC)

### Course Objectives:

- To introduce students to the process, genres and types of written communication
- To enhance multimedia literacy skills among students
- To build confidence and ability in using digital technology for communication
- To provide training in reading, analyzing and interpreting graphic representations of data.

### Course Outcomes:

On completion of the course, students will be able to:

- Create and deliver individual presentations using a variety of digital software
- Compose and present a digital story
- Identify and distinguish between different genres of writing
- Write a book/ film review
- Interpret graphic data to arrive at an informed conclusion

**Unit 1 –Digital Presentations– 15 marks**

**(10 hours)**

- Use of various software PowerPoint / Prezi (the Zooming Presentation Editor)/ Mind-Mapping Software



- Learning the principles of slide designing - Slide: ology/Zen
- Presentation skills (tone of voice, body language, eye-contact, etc.)

**Unit 2 – Digital Story Telling - 40 marks**

**(20 hours)**

- Elements of a story and preparation of a storyboard - 10 marks
- Create/compose the digital story using appropriate software – 30 marks

**Unit 3 - Genres of writing – 60 marks**

**(40 hours)**

Students to be

1. Familiarized with distinctive features of Narrative, Descriptive, Argumentative, Discursive and Reflective writing

2. Trained to write Stories, Feature articles and Reports.

**Unit 4 - Writing of Reviews – 15 marks (10 hours)**

Students to be trained to write reviews of Books, Films, Essays, Public lectures.

**Unit 5 - Interpreting graphic data – 20 marks (10 hours)**

Students to be taught to read, analyze and interpret graphic representations of data to arrive at informed conclusions that are to be expressed in writing.

Graphs, bar charts, maps, diagrams, pictures, directions, pie charts and other graphic representations can be used for teaching and testing.

**Exam Pattern:**

**Intra-Semester Assessment (ISA) 30 Marks Digital**

Presentation (Group) – 15 marks

Review Writing – 15 marks

**Semester End Examination (SEE) 40 marks +80 marks DST to**

be submitted for evaluation: **40 marks**

**Written Mode: 80 marks**

Q1. Story Writing- 20 marks

Q2. Feature Article- 20 marks

Q3. Reports- 20 marks

Q4. Interpreting Graphic Data- 20 marks

**References:**

Frazel, Midge. *Digital Storytelling: Guide for Educators*, International Society for Technology in Education, 2010.

Gupta, Nilanjana (ed). *English for All*. Laxmi Publications, 2010.

Hindle, Tim. *Making Presentations*. Dorling Kindersley Publishers, 1999.

Jayakaran, I. *Everyone's Guide to Effective Writing*. 2M Publishing International, Chennai, 2005/later editions.

Raina, Roshan Lal et al. *Professional Communication*. Himalaya Publishing House, 2012/ later editions

Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. 2nd edition, Voices that Matter, 2011.

Zelazny, Gene. *Say it with Presentations*. Tata McGraw Hill Education, 2004.

(Teachers/Students are encouraged to use other current resources, both print and digital)

**ENA 201 Spoken English**  
**No. of Credits: 04**  
**No. of Lectures per week: 04 of one hour each**  
**Total No. of lectures for the semester: 60**  
**(w.e.f. 2020-21)**

**(AECC-B.Sc.)**

**Course Objectives:**

8. To listen to, understand and convey information
9. To listen to and respond appropriately to the contributions of others
10. To understand, order and present facts, ideas and opinions
11. To articulate experience and express what is thought, felt and imagined
12. To communicate clearly and fluently
13. To use grammatically correct language
14. To use register appropriate to audience and context.

### **Course Outcomes:**

On completion of the course the student should be able to:

9. Describe a visual or an object
10. Explain and give cause and effect
11. Narrate an experience with descriptive detail
12. Provide relevant information in response to a query
13. Use alternatives to slang
14. Take an active part in group discussion
15. Elicit and show respect for the views of others
16. Disagree, argue and use persuasive speech in appropriate language

### **Equipment**

- 7) **A Smartboard / Laptop and projection facility**
- 8) **Internet Connection**
- 9) **Video camera**
- 10) **Language laboratory, if possible, for use of interactive software, for students to practice on their own and access online training.**
- 11) **Voice Recorders**
- 12) **External Hard Disks for massive data storage**

### **Course Content: (60 hours)**

(Several components may be covered in every session)

- Pronunciation and Enunciation: (Vowels and Consonants and their types) Diction, intonation, phrasing, pausing, emphasis, stress, inflection.
- Grammar, vocabulary and alternatives to slang
- Conversation skills: e.g. interviews, chat show 'host-guest' situation
- Presentation skills
- Discussion skills: leading and participating.
- Active listening skills
- Asking and answering questions
- Requests and explanations
- Persuasion and Negotiation
- Expressing opinions
- Giving and getting advice
- Cross - cultural communication
- Skills required for conduct of meetings - Summarizing, Chairing, Explaining, Time Management

**ENC 102 Indian Writing in English**

**No. of Credits: 04**

**No. of Lectures per week: 04 (60 Lectures)**

**(DSC)**

### **Course Content:**

- I. R.K. Narayan *Swami and Friends*

2. Anita Desai *In Custody*
3. H.L.V. Derozio 'Freedom to the Slave' 'The Orphan Girl'
4. Kamala Das 'Introduction' 'My Grandmother's House'
5. Nissim Ezekiel 'Enterprise' 'The Night of the Scorpion'
6. Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'
7. Mulk Raj Anand 'Two Lady Rams'
8. Salman Rushdie 'The Free Radio'
9. Rohinton Mistry 'Swimming Lesson'
10. Shashi Deshpande 'The Intrusion'

### **Suggested Topics and Background Prose Readings for Class Presentations Topics :**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry Modernism in Indian English Literature

**(GE)**

### **ENG 122 Culture Study through Film: America**

**No. of Credits: 04**

**No. of Lectures per week: 04 (60 lectures per semester)**

Learning Objectives:

- To expose the learner to American Cinema vis-a-vis select landmark films.
- To acquaint the learner with the major thematic and stylistic devices of the films.
- To familiarise the learner with key terms and concepts in film studies. 110
- To analyse a range of significant films in relation to key issues in film studies.
- To encourage critical debate and form logical argument based on evidence in the film.

Learning Outcome:

By the end of the course the learner will

- appreciate films as vehicles of American culture
- explore a world increasingly shaped by motion pictures
- critique the medium of film.

Course Content:

Unit 1: Theory [15 hours]

- Introduction to Film Studies
- Qualities of Film as an artistic medium
- Approaches to film criticism,
- Basic Film Theory and Terminology

Unit 2: Background [05 hours]

Major film genres: Musical, Western, Detective, Comic---Divergences in Approach.

Unit 3: Films [40 hours]

- i. Butch Cassidy and the Sundance Kid
- ii. Westside Story or another musical
- iii. Gone With the Wind / Cold Mountain
- iv. The Godfather / LA Confidential
  
- iv. Moana / Pocahontas
- v. Lincoln
- vi. Pulp fiction
- vii. American Honey
- ix. The Last of the Mohicans or Dances With Wolves
  
- x. Amistad
  
- xi. The Help
  
- xii. Crash

## **Semester II**

### **F.Y.B.Com.**

#### **Business Communication (AECC 3)**

##### **(Modern Communication Skills)**

### **Objectives**

- To increase students confidence and ability to communicate orally while using technology.
- To improve collaboration and communication skills of students.
- To enhance multimedia literacy skills of students.
- To build relationships and establish their online social presence.

### **Course Content**

#### UNIT 1: Digital Storytelling [DST]

(Creation of a Digital Story: Workshops for students in small batches of where the basics and software skills needed for DST are imparted; Students are then to individually create a DST and present the same in class)

#### UNIT 2: Individual Speeches (Impact/ Oratory) and Presentations

(a) Individual Speeches - Pathos / Logos / Ethos / Overcoming Fear / Formulae for Speeches / People (Body Language) / Voice Skills / Audience (10 Marks - 6 Lectures)

(b) Creating and Making Individual Presentations - Using Software like Powerpoint / Prezi On-line Zooming Editor / Mind-Mapping Software / Incorporating principles of Zen / Slido:ology / Duarte

#### UNIT 3: Electronic and Web Communications:

a) Using Social Media for Communication [for contributing to a FACEBOOK Group or mailing list

created by the teacher for the purpose. This group can be on any topic which helps to improve communication skills.]

b) Creating & Using a Blog or Free Web site

c) Using cell-phones, laptops and other means for e-mail and instant messaging for Business; etiquette involved

#### UNIT 4 Conducting Effective Meetings

Chairpersonship, Protocol (Brief insights into Robert's Rules of Order), Benefits, Notice, Agenda, Drafting Minutes (Discussions /Resolutions)

#### Learning outcomes

By the end of the course the students will be

- Have improved oral and written communication skills
- Able to more efficiently use technology for communication
- Have improved multimedia literacy skills
- Actively build relationships and establish their online social presence.

#### Bibliography

1. Digital Storytelling: Guide for Educators, Midge Frazel, International Society for Technology in Education, 2010 ISBN 9781564842596
  2. How to Win Friends and Influence People, Dale Carnegie, Pocket Books, 2010 ed.
  3. Making Presentations, Tim Hindle, Dorling Kindersley Publishers, 1999 ed. Say it with Presentations, Gene Zelazny, Tata McGraw-Hill Education (2004).
  4. Presentation Zen: Simple Ideas on Presentation Design and Delivery (2 nd Edition) (Voices that Matter) Garr Reynolds. 2011
  5. Slide:ology: The Art and Science of Creating Great Presentations, Nancy Duarte, 2008. ISBN 0596522347
  6. Social Media Marketing for Dummies, Shiv Singh, Stephanie Diamond, Wiley, 2007. ISBN 9781118236307.
- Robert's Rules of Order, Robert Henry M., Createspace, 2010, ISBN 978145380715.

## Semester-III

**EGC 203 Advanced Core Communicative English 2.1No. of Credits: 04**

**No. of Lectures per week: 04 (60 lectures per semester)**

**(BoS 10<sup>th</sup> Feb 2021, AC \_\_\_\_\_ )**

**(CC)**

#### Learning Objectives:

- To enhance the skills of reading, writing and listening
- To improve analytical and interpretation skills
- To introduce students to translation techniques
- To familiarize students with e-communication

#### Learning Outcomes:

At the end of this course, learners will be

- Confident with advanced communicative skills in oral and written communication
- Acquainted with e-communication language used in blogs, twitter and email
- Familiar with advanced comprehension skills
- Able to analyze and interpret texts effectively

**Course Content:**

**Unit 1- Advanced Oral Communication Skills**

**(10hrs)**

- Debate
- Discussion
- Negotiation

Class activity may include topic specific group/panel discussions; designing a sales campaign keeping in mind negotiating skills; two friends debating on the choice of food available in the canteen; or use of cell phones in a classroom

**Unit 2- Advanced Comprehension Skills**

**(10hrs)**

- An excerpt from a text is read out/listened to/viewed; students identify main points/themes, modify the closing of the narrative and supply an appropriate title.

**Unit 3- E-Communication**

**(05hrs)**

- Blogging,
- Tweeting
- E-mail

**Unit 4- Advanced Writing Skills**

**(15hrs)**

- Writing formal letters such as Appreciation, Congratulatory letters, Invitation, Condolence, Complaint, Request, Acceptance, Regret
- Writing representations to a higher authority
- RTI application format

**Unit 5- Analysis & Interpretation Skills**

**(15hrs)**

Students to be taught to analyze a prose passage/ poem/ picture / advertisement and write their interpretation of the 'text' given. This should cover overt and covert meanings; symbolic, metaphorical meaning, figures of speech and their effects



## Unit 6- Translation Skills

(05hrs)

Translation (from any language to English) of a text/a recipe or menu/an advertisement/ a notice/ a poster/an entertainment programme

### Scheme of Examination

#### Intra Semester Assessment [ISA] 20 marks

ISA 1- Advanced Oral Communication

ISA 2- Advanced Comprehension Skills

#### Semester End Examination [SEE] 80 marks.

1. (Short Questions from Units 1,2 & 3)
2. (Short Questions from Units 4, 5 & 6)
3. A. E-communication

OR

B. E-Communication

4. A. Letters

OR

B. Letters

5. A. Representation

OR

B. RTI

6. A. Analysis and interpretation of a text

OR

B. Translation

### References

Hewings, Martin. *Advanced English Grammar*. Cambridge UP, 2007. Kallos, Judith. *Email Etiquette Made Easy*. Online.

Killian, Crawford. *Writing for the Web*. 5th ed., Self Counsel Press, 2015. Murphy, Raymond. *Essential English Grammar*. 3rd ed., Cambridge UP, 2004.

## ENS 101 English for Competitive Exams

No. of Credits: 04

No. of Lectures per week: 04 (60 lectures per semester)

(SEC)

### Learning Objectives:

- To give the learners authentic information about the content and criteria of competitive exams.
- To help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities.
- To develop competence and confidence in language skills.
- To enhance writing skills.

### Learning Outcomes:

By the end of the Semester the students will:

- a) Develop proficiency in grammar
- b) Acquire accuracy in different genres of writing
- c) Gain expertise in formal correspondence.
- d) Be adept at summarising and expansion of ideas

**Course Content:**

Unit I. Practical English Grammar- Parts of Speech, Gender and Number, Collective noun, Tenses, Articles, Preposition, Conjunction, Degrees of Comparison, Subject and Predicate, Modals, Voice (Active and Passive), Reported speech (Direct and Indirect) [20 contact hours]

Unit II. Errors in the usage of the English language - Spotting the errors, Sentence improvement, Negative sentences, cloze tests, Sentence completion, Sentence fillers. [10 contact hours]

Unit III. Vocabulary Building – Synonyms, Antonyms, Homonyms, Spellings, Idioms and Phrases, Prefixes, Suffixes, One word Substitution, Word-Pair relationship, Root words, Abbreviations. [10 contact hours]

Unit IV. Comprehension Skills – Reading Comprehension, (Objective/Subjective) [05 contact hours]

Unit V. Reconstructing Passages – Sentence Reconstruction, Sentence Arrangement, Reconstruction of Paragraphs. [05 contact hours]

Unit VI. Writing Skills- Writing essays and Articles, Précis writing, Paragraph Writing, Letter Writing [10 contact hours]

**ENC 103 British Poetry and Drama: Fourteenth to Seventeenth Centuries****No. of Credits: 04****No. of Lectures per week: 04 (60 lectures per semester)****(DSC)****Learning Objectives:**

- To introduce learners to the socio-cultural milieu of the period from 14<sup>th</sup> to 17<sup>th</sup> centuries
- To acquaint learners with Renaissance Humanism
- To familiarize learners with the poetry and drama of the period under study
- To encourage the independent reading of matter related to the various critical schools of thought prevailing during the period

**Learning Outcomes:**

By the end of the semester, the students will be:

- Familiar with the socio-cultural milieu of the period from 14<sup>th</sup> to 17<sup>th</sup> centuries
- Acquainted with Renaissance Humanism
- Able to appreciate the poetry and drama of the period under study

**Course Content:****Unit 1 (15 hrs)**

i. Geoffrey Chaucer – The Wife of Bath’s Prologue

ii. Edmund Spenser- Selections from Amoretti

- - Sonnet LXVII ‘Like as a huntsman...’
  - - Sonnet LVII ‘Sweet warrior...’
  - - Sonnet LXXV ‘One day I wrote her name...’

iii. John Donne

- - 'The Sunne Rising'
- - 'Batter My Heart'
- - 'Valediction: forbidding mourning'

**Unit 2** (15 hrs)  
Christopher Marlowe – Doctor Faustus

**Unit 3** (15 hrs)  
William Shakespeare – Macbeth

**Unit 4** (15 hrs)  
William Shakespeare – Twelfth Night

### **Background Prose Reading :**

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

## **ENG 123 Media & Communication Skills**

**(SYBA-GE)**

**No. of Credits: 04 No. of Lectures per week: 04 (60 lectures per semester)**

### Learning Objectives:

1. To create a foundation for understanding the communication and media studies discipline that prepares them to focus on the humanistic aspect of media and its impact on society.
2. To inculcate a practice of curiosity, creativity and intellectual risk-taking.
3. To instill critical thinking skills, effective oral and written communication skills and the ability to create quality work.

### Learning Outcome: The students will have

- an improved sense of self-confidence and self-efficacy
- an awareness of their responsibilities, if they decide to pursue a career in media.

### Course Content:

#### Unit I. Introduction to Mass Communication [15 hours]

1. Mass Communication and Globalization
2. Forms of Mass Communication Topics for Student Presentations:
  - a. Case studies on current issues Indian journalism
  - b. Performing street plays
  - c. Writing pamphlets and posters, etc.

#### Unit II. Advertisement [15 hours]

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards 112 Topics for Student Presentations:
  - a. Creating an advertisement/visualization
  - b. Enacting an advertisement in a group
  - c. Creating jingles and taglines

#### Unit III. Media Writing [15 hours]

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media Topics for Student Presentations:
  - a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
  - b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
  - c. Editing articles
  - d. Writing an editorial on a topical subject

Unit IV. Introduction to Cyber Media and Social Media [15 hours]

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media History

**Semester III (S.Y.B.Com.)**

**CNG 101**

**Title of the paper: Business Communication -II (GE 3)**

**(Business and Public Communication)**

No. of Credits - 04

**Objectives:**

- 1) To make the students aware of their constitutional rights and duties and how they can use their communication skills actively for the betterment of society.
- 2) To familiarise students with a basic understanding of the process of writing for business.
- 3) To develop an ability to use writing in practical business and public situations.
- 4) To develop both basic and advanced skills in business communication from writing minutes of meeting to project reports.

**Course Outcome:**

Unit I - Right to information

Learning about the nature, function and social relevance of Right of Information and thereafter undertaking an activity involving:

- a) Student's proposal to ask an RTI of public importance
- b) Writing/ Filing of application before Public Information Officer
- c) Preparing a report containing the findings of the RTI

Unit II - Report Writing

Report Writing: Meaning, Importance, Types, Formats, Structure of long and short reports.

Unit III- Personnel Letters and Interviews

- a) Interview Skills, Job Applications and Creating Online and Offline CVs, Using Job Boards, Web Researching.
- b) References and Testimonials, Appointment, Promotion and Resignation letters, Office Orders and Notices, Memorandums.

Unit IV- Business Letters, Representations and Press Release

- a) Business Letters: Purchase letters: Inquiry, Quotations, Orders, Tenders, Complaint & Sales Letters.
- b) Drafting of Representation/ Petitions, Press Releases and Articles for the Press.

**Learning Outcome:**

At the end of the course the learners will be able to –

- a) Have a comprehensive understanding of the theoretical and practical aspects of business communication.
- b) Communication at different levels of social and receptive domains.
- c) Perform appropriate roles of business personnel in different location.
- d) Demonstrate through their speech and writing, appropriate business communication.

### Suggested Reading :

- 1) Right information Act, 2005: A Primer, Tata McGraw Hill, 2006
- 2) How to Write Reports and Proposals, 2<sup>nd</sup> Edition, Viva Books Pvt Ltd, 2010
- 3) Mastering Communication, 5<sup>th</sup> Edition, Nicky Stanton, Palgrave Macmillan, 2009.
- 4) Business Correspondence and Report Writing, R C Sharma, Krishna Mohan, Tata McGraw – Hill Education, 2010.
- 5) Business Letters for Busy People, 4<sup>th</sup> Edition, John A Carey, Barnes and Noble.

## Semester- IV

**EGC 204 Advanced Core Communicative English 2.2No. of Credits: 04**

**No. of Lectures per week: 04 (60 lectures per semester)**

**(BoS 16<sup>th</sup> Feb 2021, AC \_\_\_\_\_ )**

### (CC)

#### Learning Objectives:

- To introduce students to advanced writing skills
- To acquaint students with skills of report writing
- To familiarize students to the nuances of appreciating poetry
- To develop language correction and editing skills
- To initiate students into the world of research

#### Learning Outcomes:

At the end of this course, learners will:

- Be conversant with editing of prose passages
- Be proficient in the skills of Report Writing
- Be able to comprehend and appreciate poetry
- Develop confidence to explore the field of research

## Course Content:

### Unit 1 (10hrs)

- English Idioms & Phrasal Verbs
- Identifying and correcting grammatical errors

### Unit 2 (10hrs)

- Interpretation, appreciation and critical evaluation of poetry

### Unit 3 (10hrs)

- Editing: Students to practice editing skills on prose passages

### Unit 4 (15hrs)

- Report writing

Investigative, Feasibility and Appraisal Reports

### Unit 5 (15hrs)

- Drafting a Project Proposal

Title, Introduction (background & significance), objectives, sources, methodology, literature review, citation, references

## Scheme of Examination

Intra Semester Assessment [ISA] 20 marks

Semester End Examination [SEE] 80 marks

### Intra Semester Assessment (ISA) - 20 marks

- Editing
- Drafting a Project proposal (Individual/ Group activity)

### Semester End Examination (SEE) - 80 marks

Short notes on: Idioms, Phrasal Verbs

Q2. Short notes on: Correcting grammatical errors, Editing

Q3. Report Writing (A or B)

Q4. Interpretation, appreciation and critical evaluation of poetry (A or B)

Q5. Editing prose passage (A or B)

Q6. Drafting a Project Proposal (A or B)

(part of the proposal may be printed on the Question paper)

## References

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed., APA, Washington, 2019.

Gupta, Nilanjana. *English for All*. Macmillan, 2018.

Gupta, Renu. *A Course in Academic Writing*. Orient Blackswan, 2010.

Hamp-Lyons, Liz & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge UP, 2006.

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. MLA, 7th ed., 2008.

Modern Language Association of America. *MLA Handbook*. 8th ed., MLA, 2016.  
Riordan, G. Daniel & Steven A. Panley. *Technical Report Writing Today*. Dreamtech Press, 2004.  
U of Chicago. *The Chicago Manual of Style*. 17th ed., U of Chicago P, 2017.

**ENS 106 - English at the Workplace**  
**No. of Credits: 04**  
**No. of Lectures per week: 04 (60 lectures per semester)**

**(SEC)**

**Learning Objectives:**

1. To equip students with effective skills in written communication required at the workplace.
2. To develop proficiency in grammar.
3. To help students handle business correspondence independently at the workplace.
4. To acquaint students with different media of communication used at the workplace (notices, letters, email).

**Learning Outcomes:**

At the end of the course, the students will

- be able to develop skills in written communication.
- be efficient in handling business communication independently.

**Course Content:**

I. Grammar [16 contact hours]

(Emphasis may be given to mainly those areas of grammar in which the student-group requires training and practice)

- i. Articles
- ii. Punctuation
- iii. Parts of speech
- iv. Tenses and Voice
- v. Verb formations and conjugations
- vi. Capitalization, contractions and collocations
- vii. Modal auxiliaries and modifiers
- viii. Proofreading institution/company's literature

II. Written Communication [10 contact hours]

- i. Cover letters (specific to requirements of job) & Resumé (focusing on strengths of applicant)
- ii. Goodwill letters (Testimonials, Reference Letters)
- iii. Letters of Appointment, Promotion and Confirmation
- iv. Letters of Resignation, Termination of Services and Memos
- v. Letters of Invitation (inviting guests, speakers or target-group to events)

III. Report Writing [6 contact hours]

- i. Routine and Special Reports for Managerial Decisions
- ii. Covering events of the institution/company and writing reports

IV. Content Writing [8 contact hours]

- i. Writing content for the website of institution/company
- ii. Writing profiles (individual/company)
- iii. Writing content for brochures of events for institution/company



- iv. Designing and writing content for newsletters of institution/company
- v. Handling Public Relations for institution/company (Press release/reports/advertisements)

V. Multimedia and E-Correspondence [6 contact hours]

- i. Conducting Research before presentation

- ii. Making PowerPoint Presentation effective (visual)
- iii. Communication during PowerPoint Presentation
- iv. Public Speaking Skills (hosting a company event, delivering a speech, raising a toast)
- v. Email etiquette (components, formats, attachments, content and language)
- vi. Maintaining an institution's or company's page on social media

VI. Interviews [6 contact hours]

- i. Types (personal, telephonic, online)
- ii. Techniques of answering and conducting interviews
- iii. Role of Interviewer and Interviewee

VII. Allied Communication [8 contact hours]

- i. RTI
- ii. Applying to Universities Abroad (Statement of Purpose)
- iii. Effective Reading techniques, analyzing feedback and giving inputs
- iv. Writing proposals for projects

**ENC 116 British Literature: Nineteenth Century**

**No. of Credits: 04**

**No. of Lectures per week: 04 (total - 60 Lectures)**

**(DSC)**

**Objectives:**

- To enable students to appreciate representative British literary works of the 19th century
- To enable students to review the impact of the socio-political and cultural milieu on the literature of the period under study
- To acquaint students with the various prose and poetic styles of 19<sup>th</sup> century British literature
- To encourage the independent reading of matter related to the various critical schools of thought prevailing during the period

**Learning Outcomes:**

By the end of the semester, the students will be:

- familiar with the pattern of development and change in the themes and literary techniques used by the nineteenth-century British novelists and poets.

**Course Content:**

**Unit 1 (12 hrs)**

Jane Austen: Pride and Prejudice

**Unit 2**

Charlotte Bronte: Jane Eyre (15 hrs)

**Unit 3**

Charles Dickens: Hard Times (13 hrs)

**Unit 4 (20 hrs)**

a. Alfred Lord Tennyson:

i. The Lady of Shalott

ii. Ulysses

iii. The Defence of Lucknow

b. Robert Browning:

i. My Last Duchess

ii. The Last Ride Together

iii. Fra Lippo Lippi

c. Christina Rossetti:

i. The Goblin Market

**Background Prose Reading :**

i. Utilitarianism

ii. The 19th century Novel

iii. Marriage and sexuality

iv. The writer and Society

v. Faith and Doubt

vi. The Dramatic Monologue.

**ENG 126 Academic Writing and Composition**

**(SYBA-GE)**

**No. of Credits: 04 No. of Lectures per week: 04 (60 lectures per semester)**

Learning Objective: The course is intended to

- Initiate students to the academic writing process
- Acquaint students with the conventions of academic writing

- Introduce students to critical thinking

Learning Outcome: By the end of the Course the students will

- Be familiar with the conventions of academic writing
- Be trained in critical thinking practices
- Be proficient in independent academic writing

Course Content: (Any four units)

Unit 1 Introduction to the Writing Process

Unit 2 Introduction to the Conventions of Academic Writing

Unit 3 Writing in one's own words: Summarizing and Paraphrasing

Unit 4 Critical Thinking: Syntheses, Analyses, and Evaluation

Unit 5 Structuring an Argument: Introduction, Interjection, and Conclusion

Unit 6 Citing Resources; Editing, Book and Media Review

## **Semester IV (S.Y.B.Com.)**

### **Title of the paper: Mass Communication (GE 5)**

No. of Credits: 4

#### **Objectives:**

- 1) To acquaint the students with concepts and principles of mass communication.
- 2) To provide exposure to new and evolving techniques of reporting, editing and production of radio, television and development communication.

#### **Course Content:**

Unit I: Principles of Mass Communication

Nature and Process of human communication – Functions of communication – Verbal and non verbal communication – Communication Models - Nature and Process of Mass Communication.

Unit II: Development of Media

Print : Language and society- Early communication system in India- Newspapers and magazine in the 19<sup>th</sup> century in India – Birth of the Indian Language Press - The Indian Press and Freedom Movement – Journalism in Indian Language – The Press in India after –Independence – Social Issues.

Radio: Development of Radio as a medium of mass communication –Emergence of AIR – Commercial broadcasting- FM

Television : Development of Television as a medium of Mass Communication – Historical Perspective of Television in India- Satellite and Cable television in India

Films: Early efforts- Films as a Mass Medium- Historical Development of Indian Films –Silent era- Indian Cinema after Independence- Parallel Cinema/ Commercial cinema- Documentaries- Issues and Problems of Indian Cinema.

Unit III: Radio and Television Journalism

Radio Journalism- Newsreel and Current affairs program –Formats of radio programs-Writing for Radio- Spoken language writing –Writing for programs- Writing for Radio commercials- Illustrating copy with sound effects- Structuring radio copy –Writing headlines, teasers and promos- Radio Reporting – e- reporting – Voice dispatches- Structuring a radio report- News capsuling and radio commentary – Voice training – Moderating techniques for radio discussion programs.

Television Journalism and Production: Visual Communication-Writing for Television-TV news writing-Writing for television programs-Television reporting –Television news editing-Television anchoring

Unit IV : Development Communication

Concept of development –Meaning, concept and process of development communication –Agricultural communication and rural development- Development support communication- Development and rural extension agencies- Writing Development message for rural audience.

### Learning Outcome:

- 1) Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- 2) Demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- 3) Demonstrate their familiarity with the new media, its techniques, and practices of social media.
- 4) Critically analyse the ways in which the media reflects, represents and influences the contemporary world
- 5) Identify avenues for a career in print and electronic media.

### Suggested Reading:

- 1) Keval J. Kumar, Mass Communication in India, Vikas Publication New Delhi, 1994.
- 2) Denis McQuail, Mass Communication Theory, Third Edition, Sage Publication, 1994.
- 3) Warren K. Agee, Introduction to Mass Communication, New York, 1960.
- 4) Hasan S., Mass Communication : Principles and Concepts , 2<sup>nd</sup> Ed., CBS Publishers and Distributors Pvt Ltd., 2016
- 5) Virbala Aggarwal, V S Gupta, Handbook of Journalism and Mass Communication, Concept Publishing Company, 2001.
- 6) Dipankar Sinha, Development Communication, Orient Black Swan, New Delhi, 2013.

- 7) Santosh Debnath, A GuideBook of Television and Radio Journalism, Dey's Publishing, Kolkata, 2014.
- 8) R K Ravindran, Handbook of Radio, TV and Broadcast Journalism, Anmol Publications, New Delhi, 2007.

## Semester-V

### ENC 105 American Literature

**No. of Credits: 04**

**No. of Lectures per week: 04 (total - 60 Lectures)**

**(DSC)**

#### **Learning Objectives:**

- To comprehend the history and culture of America with the help of prescribed texts
- To understand the idea and the implications of the American Dream
- To grasp the ethos of Black America including folklore elements
- To appreciate the quintessential American poetry

#### **Learning Outcome:**

By the end of the course, the students would be acquainted with

- the historical, political, social and cultural aspects of America from its early beginnings to the modern contemporary times.
- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writings
- Questions of form in American Poetry

#### **Course Content:**

##### **Unit 1. Drama**

**[15 contact hours]**

Tennessee Williams: The Glass Menagerie

**Unit 2. Novel**

**[15 contact hours]**

Toni Morrison: *Beloved*

**Unit 3. Short Story**

**[15 contact hours]**

1. Edgar Allan Poe: 'The Purloined Letter'
2. F. Scott Fitzgerald: 'The Crack-up'
3. William Faulkner 'Dry September'

**Unit 4. Poetry****[15 contact hours]**

1. Anne Bradstreet: 'The Prologue'
2. Walt Whitman: Selections from Leaves of Grass:
  - i. 'O Captain, My Captain'
  - ii. 'Passage to India' (lines 1–68)
3. Sherman Alexie:
  - i. 'Crow Testament'
  - ii. 'Evolution'

**END 103 Modern Indian Writing in English Translation****No. of Credits: 04****No. of Lectures per week: 04 (total - 60 Lectures )****(DSE)****Learning Objectives:**

- To explore and understand the aesthetics of translation.
- To study, through representative texts, the nodal thematic preoccupations and trends like caste, gender and resistance in Modern India.
- To explore through primary texts select linguistic regions and languages of India.
- To study the development of different forms of literatures in the Indian context through representative texts.

**Learning Outcomes:**

By the end of the course the students should be able to

- appreciate critically the different literatures of India
- identify the unique stylistic elements and thematic concerns that are prevalent in Modern Indian Writings in English translation.

**Course Content:****Unit 1: Short Stories****[15 contact hours]**

1. Premchand "The Shroud"
2. Ismat Chughtai "The Quilt"
3. Gurdial Singh "A Season of No Return"
4. Fakir Mohan Senapati "Rebati"

**Unit 2: Novel****[15 contact hours]**

1. G. Kalyan Rao *Untouchable Spring*

**Unit 3: Poetry****[15 contact hours]**

1. Rabindranath Tagore "Light, Oh Where is the Light?"  
"When my Play was with thee"



2. G.M. Muktinodh

“The Void”

- “So Very Far”  
 “I Say Unto Waris Shah”
3. Amrita Pritam
  4. Thangjam Ibopishak Singh “Dali, Hussain, or Odour of Dream, Colour of Wind” “The Land of the Half-Humans”

**Unit 4: Drama** **[15 contact hours]**

1. Dharamveer Bharati *AndhaYugh*

## Semester-VI

### ENC 108 Postcolonial Literatures

**No. of Credits: 04**

**No. of Lectures per week: 04 (total - 60 Lectures)**

**(DSC)**

**Learning Objectives:**

- To understand the historical and political scenario of the Postcolonial period.
- To acquaint students with the issues related to Postcolonial Literatures.
- To familiarize students with the notions of Identity, Region, Race and Gender.

**Learning Outcome:**

At the end of the course students should be able to discern the Postcolonial trends and issues such as

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

**Course Content:**

**Unit 1: Novel** **[13 contact hours]**

Chinua Achebe. *Things Fall Apart*

**Unit 2: Novel** **[13 contact hours]**

Gabriel Garcia Marquez. *Chronicle of a Death Foretold*

**Unit 3: Short-story**

**[18 contact hours]**

1. Bessie Head. "The Collector of Treasures"
2. Ama Ata Aidoo. "The Girl who Can"
3. Grace Ogot. "The Green Leaves"

**Unit 4: Poetry**

**[16 contact hours]**

1. Pablo Neruda (a) Tonight I can Write  
(b) The Way Spain Was
2. Derek Walcott (a) A Far Cry from Africa  
(b) Names
3. David Malouf (a) Revolving Days  
(b) Wild Lemons
4. Mamang Dai : (a) Small Towns and the  
River  
(b) The Voice of the Mountain

**END 108 World Literatures**  
**No. of Credits: 04**  
**No. of Lectures per week: 04 (total - 60 Lectures)**

**(DSE)**

**Learning Objectives:**

- To understand new socio-cultural voices in literature in English; those that have not been explored as part of mainstream literature.
- To study, through representative texts, the idea of “World Literature” and other thematic concerns.
- To analyse the influence(s) of the socio-political and cultural milieu of the time on literary expression.

**Learning Outcome:**

By the end of the course the students will be

- familiar with the idea, themes, techniques and styles of World Literature
- acquainted with significant world novelists, playwrights and poets, during the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- appreciate concepts like Memory, Displacement, Diaspora, Hybridity, Race and Culture
- interpret adult reception of Children’s Literature
- explore Aesthetics and Politics in Poetry

**Course Content:**

**Unit 1:Novella**

**[10 Contact Hours]**

Antoine De Saint-Exupery. *The Little Prince*.

**Unit 2:Novel**

**[20 Contact Hours]**

V.S. Naipaul. *A Bend in the River*.

**Unit 3:Drama**

**[15 Contact Hours]**

Marie Clements. *The Unnatural and Accidental Women*.

**Unit 4:Poetry**

**[15 Contact Hours]**

Judith Wright-  
‘Bora Ring’

Gabriel Okara-  
'The Mystic Drum'

Kishwar Naheed-  
'The Grass is  
Really Like Me'

Shu Ting-  
'Assembly Line'

Jean Arasanayagam  
-'Two Dead Soldiers'