



BON SECOURS COLLEGE FOR WOMEN (AUTONOMOUS)

Accredited with 'A++' Grade by NAAC in Cycle II
Affiliated to Bharathidasan University, Tiruchirappalli
UGC Recognized 2(f) and 12(B) Institution
Vilar Bypass, Thanjavur – 613006, Tamil Nadu

DEPARTMENT OF ENGLISH

BA ENGLISH – SYLLABUS SEMESTER I

CORE COURSE I - PHONETICS AND SPOKEN ENGLISH: 24UFL401	
Contact Hours/ Week :4	Credits :4
Internal Mark :25	External Mark 75

Course Overview:

Phonetics and Spoken English is an exploration of human language and how speech evolved. It examines the classification of English sounds and how they are stressed in different situations. It provides hands-on-training for phonetic transcription and develops speaking skill.

Pre-Requisites:

Ability to produce speech sounds and understand the process of production

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Interpret the articulatory process	K1-K3
Unit II	CO-2	Display the sounds of consonants	K1-K3
Unit III	CO-3	Chart the sounds of vowels	K1-K3
Unit IV	CO-4	Illustrate the word stress and intonation in speech	K1-K4
Unit V	CO-5	Analyse speaking skill	K1-K4

K1- Remember, K2-Understand, K3-Apply, K4-Analyse

Content:

Unit- I

The origin & the development of language, Air stream mechanisms, the organs of speech

Unit - II

Classification of speech sounds: Consonants

Unit - III

Classification of speech sounds: Vowels

Unit – IV

Syllable, Word stress, Intonation, Phonetic Transcription

Unit – V

Spoken English - Greeting, Introducing, Seeking Permission, Making requests, Expressing gratitude, Apologising, Complementing, Describing something.

Text Books**Unit I-IV**

Balasubramanian T. *A Text Book of English Phonetics for Indian Students*. Macmillan, 2008.

Daniel Jones. *English Pronouncing Dictionary*. CUP, 2006.

Unit V

Radhakrishna Pillai. G. Rajeevan.K. *Spoken English for You*. Emerald Publishers, 2008

References

Daniel Jones. *An Outline of English Phonetics*. Cambridge Uni. Press, 1972.

Yule George. *The Study of Language: An Introduction*. Cambridge University Press, 1985.

An Introduction to Language and Communication. MIT Press, 7th Edition, 2017.

Ralph. W. Fasold. *An Introduction to Language and Linguistics*. 2018.

Peter Roach. *English Phonetics and Phonology*. Cambridge University Press, 1983.

E-Resources

<https://www.englishclub.com/pronunciation/word-stress-rules.php>
<https://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation/intonation>

<https://www.britannica.com/topic/affricate>

<https://byjus.com/english/consonants/>

CORE COURSE II - BRITISH POETRY: 24UEN501	
Contact Hours/ Week :4	Credits :4
Internal Mark :25	External Mark 75

Course Overview:

It gives a bird's view on the works of major poets in the British poetry to gain knowledge on the literary features of the age and style.

Prerequisite:

The ability to comprehend complex texts, appreciate the nuances of poetry and a general enjoyment of reading.

Course Outcomes:

UNIT	CO.NO	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Criticise the nuances of the poems	K1-K5
Unit II	CO-2	Comment on the characteristics of metaphysical poetry	K1-K5
Unit III	CO-3	Evaluate the craftsmanship of the poets	K1-K5
Unit IV	CO-4	Assess the features of romantic poetry	K1-K5
Unit V	CO-5	Review the poems in Victorian and modern age	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I

Sir Philip Sidney - Sonnet 1 from Astrophel and Stella

Edmund Spenser - Sonnet 75 from The Amoretti

William Shakespeare - Sonnet 116, Let me not to the Marriage of True Minds

Unit II

John Donne - A Valediction Forbidding Mourning

George Herbert - The Pulley

John Dryden - A Song for St. Cecilia's Day

Unit III

Alexander Pope - Ode on Solitude

Thomas Gray - Elegy Written in a Country Churchyard

William Blake - The Tiger

Unit IV

William Wordsworth - Daffodils

John Keats - Ode to a Nightingale

Percy Bysshe Shelley - Ode to the West Wind

Unit V

Robert Browning - My Last Duchess

Mathew Arnold - Dover Beach

W.B Yeats - Sailing to Byzantium

Text Books:

Unit I

Alfred Pollard. *Astrophel and Stella*. Kessinger Publishing, 2007.

Edmund Spenser. *Amoretti and Epithalamion*. Noel Douglas, 1927.

The Sonnets of William Shakespeare New Light and Old Evidence. William Shakespeare; Countess de Chambrun. G. P. Putnam's Sons, London, 1913.

Unit II

Joan Bennett. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge: UP, 1984.

Theodore Red Path. *The Songs and Sonnets of John Donne*. Harvard University Press, 2009.

John Dryden. *Selected Poems of John Dryden*. John Dryden, Penguin Classics, 2002

Unit III

Alexander Pope. *Essay on Man and Other Poems*. Dover Publications, 2012.

William J. Rolfe. *Select Poems of Thomas Gray*. Kessinger Publishing, 2010.

William Blake. *Songs of Innocence and of Experience*. True sign Publishing House, 2022

Unit IV

Joseph B.Seabury. *Selected Poems of William Wordsworth*. Forgotten Books, 2010

John Garret. *Selected Poems of John Keats*, Macmillan Press, 1987

Shelley P.B. *Ode to the West Wind and Other Poems*. Dover Publications, 2012.

Unit V

Percival Chubb. *Selected Poems of Robert Browning*. Longman Green and Co., 2023.

Matthew Arnold, *Dover Beach and Other Poems*, Grapevine India, 2023

Yeats W.B, *Sailing to Byzantium*, Weidenfeld & Nicolson History 1995

Reference Books:

David Daiches. *A Critical History of English Literature*. Secker and Warburg Ltd, 1961. Eagleton,

Helen Gardner. *Metaphysical Poets*. Penguin, 1957.

E- Resources:**Unit I-V**

<https://www.poetryfoundation.org/poems>

<https://poets.org/>

<https://poemanalysis.com/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

CORE COURSE- LAB I - LANGUAGE SKILLS: 24UEN551	
Contact Hours/ Week :4	Credits :2
Internal Mark :40	External Mark :60

Course Overview:

The course contributes to overall language proficiency and helps the learners to focus their efforts and track their progress effectively.

Pre-requisites:

Familiarity with common vocabulary
Basic knowledge of pronunciation
Ability to organise thoughts and express

Course outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Acquire vocabulary	K1-K3
Unit II	CO-2	Appraise the listening skill	K1-K4
Unit III	CO-3	Evaluate the strategies to communicate effectively	K1-K5
Unit IV	CO-4	Review reading skill	K1-K5
Unit V	CO-5	Comment writing skill	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit – I

Classification of sounds in English
Pronunciation

Bull's-eye

Phonetic Transcriptions
Synonyms

Unit – II

Listening skills

- A bank customer
- News (Allier Bomb Dresden, Killing Thousands)
- A cable TV customer calls
- News (Allies Declare War on Nazi Germans)
- A convention participant

Unit – III

Speaking skills

Orator

WH-Question

Yes, or No Question
Kaleidoscope
Syllabification
Vocabulary Building

Unit – IV
Reading skills
Reading Comprehension-

Unit – V
Writing skills
Summarising
Picture Writing
Developing the hints

Text Books

Unit I-V

Wren & Martin. *High School English Grammar & Composition*. S Chand Publishing, 2017

Reference Books:

Woods. F.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, 2016.
Josh Sreedharan. *The Four Skills for Communication*. Foundation Books. CUP, 2014.
Norman Lewis. *Word Power Made Easy*. Penguin Books, 2015.
Daniel Jones. *Better English Pronunciation*. Cambridge University Press, 2011.

E-Resources:

<https://learnenglish.britishcouncil.org/skill>

[s/speakinghttps://unbiasys.com/public-speaking-skills-for-students/](https://unbiasys.com/public-speaking-skills-for-students/)

<https://www.byjusfutureschool.com/blog/promoting-effective-listening-skills-in-a-world-full-of-distractions/>

<https://byjus.com/english/consonants/>

<https://www.youtube.com/watch?v=rwxWKP4Ld8s><https://byjus.com/english/vowels-in-english/>

ALLIED COURSE I - LITERARY FORMS : 24UEN301	
Contact Hours/ Week :4	Credits :3
Internal Mark :25	External Mark 75

Course Overview:

Literary forms encompass a wide range of genre and styles in literature. It is helpful to understand each form and its own unique characteristics, structures, origin and growth.

Pre-requisites:

Ability to analyse critically.
Grasp the nuances in each form

Course outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Analyse the features of poetic forms in English poetry	K1-K4
Unit II	CO-2	Mark the structures of non-fiction	K1-K4
Unit III	CO-3	Illustrate the types of fiction	K1-K4
Unit IV	CO-4	Appraise the growth of drama	K1-K4
Unit V	CO-5	Explain the figures of speech	K1-K4

K1- Remember, K2-Understand, K3-Apply, K4-Analyse

Content:

Unit- I

Poetry:

Lyric, Ode, Sonnet, Elegy, Epic, Ballad

Unit- II

Prose:

Essay, Short Stories, Biography, Autobiography

Unit- III

Drama:

Mystery play, Morality play and Miracle play, Tragedy, Comedy, Historical play, Romantic Play, One-Act Play, Masque, Farce, Sentimental Comedy, Anti Sentimental Comedy, Comedy of Manners, Comedy of Humours, Absurd Drama

Unit – IV

Fiction:

Epistolary novel, Picaresque Novel, Historical novel, Domestic novel, Gothic Novel, Science Fiction, Detective Novel, Social novels, Stream of Consciousness, Utopian novel, Dystopian novel

Unit – V

Figures of Speech:

Imagery, Simile and Metaphor, Personification, Onomatopoeia, Alliteration, Apostrophe, Hyperbole, Oxymoron, Allegory, Allusion, Irony and Metonymy

Text Books:

Unit I-IV

Prasad B. *A Background to the Study of English Literature*. Trinity Press Pub., 1999.

Hudson. W.H. *Introduction to the Study of English Literature*. Atlantic Publishers, 2006.

Unit V

Abrams. M H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers, 2015.

Reference Books:

Ashok Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.

Rees. R J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973.

E-Resources:

<https://www.collegesidekick.com/study-docs/4251549>

<https://www.storyboardthat.com/articles/e/literary-genres>

B.A. ENGLISH – SEMESTER II

CORE COURSE III - BRITISH PROSE : 24UEN502	
Contact Hours/ Week :4	Credits :4
Internal Mark :25	External Mark 75

Course Overview

The course serves as a vehicle for sharing knowledge on the craftsmanship of prose writers from different ages.

Pre-requisites

A fundamental understanding of literary history, critical analysis and literary terms.

Course Outcomes

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Evaluate the techniques in periodical essays	K1-K5
Unit II	CO2	Review the themes and theories	K1-K5
Unit III	CO3	Criticise the features of the genre	K1-K5
Unit IV	CO4	Assess the artistry of the authors	K1-K5
Unit V	CO5	Comment on the elements of analysis	K1-K5

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate

Content

Unit – I

Sir Francis Bacon - Of Studies

Joseph Addison - Sir Roger at the Theatre

Unit – II

Charles Lamb - Dream Children

William Hazlitt- On Going a Journey

Unit – III

R. L Stevenson - An Apology for Idlers

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

Unit – IV

Robert Lynd - The Pleasures of Ignorance

Aldous Huxley - Benares

Unit – V

George Bernard Shaw - Spoken English and Broken English

Arnold.J.Toynbee - Nehru : A Contemporary's Estimate

Text Books:**Unit I**

Essays of Francis Bacon. Charles Scribner's Sons, 1908.

Joseph Addison. *The Sir Roger De Coverley Papers*, "The Spectator", Longmans, Green and Co., 1896.

Unit II

Charles Lamb. *Dream Children: A Reverie*. Creative Media Partners, 2015.

George Sampson. *Hazlitt Selected Essays*. Cambridge University Press, 2015.

Unit III

Matthew Kaiser. *Robert Louis Stevenson, An Apology for Idlers and other Essays*. Cognella, Inc, 2017.

Jain.R.P. *Selected Essays of A.G.Gardiner*. Lakshmi Narain Agarwal, 2003.

Unit IV

Robert Lynd. *The Pleasures of Ignorance*. Create Space Independent Pub, 2016.

Aldous Huxley's Stories, Essays and Poems. The Aldine Press, 1954.

Unit V

Shaw G.B. *Spoken English and Broken English*. University of California, 1939.

Toynbee. A.J. *Nehru*. Oxford University Press, 1966.

Reference Books

William Henry Hudson. *An Outline History of English Literature*. The Atlantic Publishers and Distributors (P) Ltd, 2008.

RD Trivedi. *A Compendious History of English Literature*. Vikas Publishing House Pvt Ltd, 1976.

E-Resources**Unit I-V**

<https://degmateng.wordpress.com/2017/05/08/unit-4-ls-2-nehru-a-j-toynbee/>

<https://www.speedynotes.in/2023/05/give-us-role-model.html>

<https://ivypanda.com/>

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

CORE COURSE IV - BRITISH FICTION: 24UEN503	
Contact Hours/ Week :4	Credits :4
Internal Mark :25	External Mark :75

Course Overview

The course encompasses the novels from early age to the present age evaluating the themes, elements of analysis, theories.

Pre-requisites

Understanding the text and evaluating it subjectively.

Course Outcomes

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Evaluate analytical skill	K1-K5
Unit II	CO2	Review the themes and theories	K1-K5
Unit III	CO3	Criticise the features of the genre	K1-K5
Unit IV	CO4	Assess the artistry of the author	K1-K5
Unit V	CO5	Comment on the elements of analysis	K1-K5

K1- Remember, K2-Understand, K3-Apply, K4- Analyse, K5-Evaluate

Content

Unit I

Henry Fielding - Tom Jones

Unit II

Charles Dickens - David Copperfield

Unit III

R.L. Stevens - Treasure Island

Unit IV

Joseph Conrad - Heart of Darkness

Unit V

Aldous Huxley - Brave New World

Text Books:

Unit I-V

Henry Fielding. *Tom Jones*. Double 9 Books, 2023.

Charles Dickens. *David Copperfield*. Fingerprint Publishing, 2017.

R.L. Stevenson. *Treasure Island*. Kingfisher, 2010.

Joseph Conrad. *Heart of Darkness*. Tribeca Books, 2010.

Aldous Huxley. *Brave New World*. Harper Perennial, 1998.

Reference Books:

William Henry Hudson. *An Outline History of English Literature*. The Atlantic Publishers and Distributors (P) Ltd, 2008.

RD Trivedi. *A Compendious History of English Literature*. Vikas Publishing House Pvt Ltd, 1976.

E-Resources:

<https://englishsummary.com/>

<https://www.sparknotes.com/>

<https://www.shmoop.com/literature>

<https://www.supersummary.com>

<https://www.gradesaver.com>

<https://www.litcharts.com>

ALLIED II - SOCIAL HISTORY OF ENGLAND: 24UEN302	
Contact Hours/ Week :4	Credits :3
Internal Mark :25	External Mark :75

Course Overview:

The course explores the social structures of English society, focuses on the profound social transformations brought about by the Civil wars, Agrarian revolution, Industrial Revolution, French revolutions, World Wars and the contemporary life in England

Pre-requisite:

Basic knowledge about the history of England and an awareness about the political conditions of England

Course outcomes

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO1	Analyse the social, economic, and cultural developments in English history	K1-K4
Unit II	CO2	Appraise politics, religion & social life during the Elizabethan Period	K1-K4
Unit III	CO3	Illustrate the culture and life in the age of Queen Anne	K1-K4
Unit IV	CO4	Estimate the impact of the Norman Conquest, the Industrial Revolution, French revolution on English	K1-K4
Unit V	CO5	Survey the social, economic, and political upheavals of the 20th century	K1-K4

K1- Remember, K2-Understand, K3-Apply, K4- Analyse

Content

Unit- I

Medieval England
Tudor England
Renaissance
Reformation

Unit- II

The Dissolution of the Monasteries
The Elizabethan Theatre
The Tudor Navy and the Armada
The East India Company
The Colonial Expansion
The Civil War and its Social Significance

Unit- III

Puritanism
Restoration England
The Origin and Growth of Political Parties in England

The Age of Queen Anne
Coffee House Life in London

Unit – IV

The Agrarian Revolution
The Industrial Revolution
The French Revolution
The Methodist Movement
The War of American Independence

Unit – V

The Victorian Age
The Reform Bills
Means of Transport and Communication
The impact of the First and the Second World Wars
Trade Unionism in England
Contemporary Life in England

Text Book:

Xavier. A.G. *An Introduction to The Social History of England*. Anand Book Depot, 2021.

Reference books:

Trevelyan. G.M. *English Social History*. Penguin, 1987.
Padmaja Ashok. *The Social History of England*. Orient Black Swan, 2019

E-resources:

https://www.google.co.in/books/edition/A_Social_History_of_England_1851_1990/1t-KfqurvfQC?hl=en&gbpv=1&dq=SOCIAL+HISTORY+OF+ENGLAND&printsec=frontcover
[A social history of England : Briggs, Asa, 1921-2016 : Free Download, Borrow, and Streaming : Internet Archive](https://www.google.co.in/books/edition/Social_History_of_England/QFBUTyV6aMwC?hl=en&gbpv=1&dq=SOCIAL+HISTORY+OF+ENGLAND&printsec=frontcover)
https://www.google.co.in/books/edition/Social_History_of_England/QFBUTyV6aMwC?hl=en&gbpv=1&dq=SOCIAL+HISTORY+OF+ENGLAND&printsec=frontcover

B.A ENGLISH - SEMESTER III

CORE COURSE V– BRITISH DRAMA: 24UEN504	
Contact Hours/ Week :4	Credits :4
Internal Marks :25	External Marks:75

Course Overview:

The course delves into the works of seminal playwrights, evaluating their masterpieces. Each unit focuses on a specific play, examining its themes, characters, historical context, social and cultural, theories and approaches.

Pre-Requisites:

Basic understanding of English literature and literary analysis.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the themes	K1-K5
Unit II	CO-2	Assess the tragic elements	K1-K5
Unit III	CO-3	Review the features of comedy	K1-K5
Unit IV	CO-4	Comment on the craftsmanship of the author	K1-K5
Unit V	CO-5	Criticise the elements of analysis and theories	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit-I

Thomas Kyd- The Spanish Tragedy

Unit –II

Selected Scenes from Shakespeare’s plays:

Macbeth - Act 1 Scene 7, Act II Scene 1&2

Tempest -Act 3 Scene 1,2,3

Unit –III

Oliver Goldsmith-She Stoops to Conquer

Unit –IV

G B Shaw-Pygmalion

Unit –V

T S Eliot-Murder in the Cathedral

Text Books:

Unit I:

Kyd, Thomas. *The Spanish Tragedy*. Edited by Clara Calvo and Jesús Tronch, New Mermaids Series, Bloomsbury Methuen Drama, 2013.

Unit II:

Macbeth. Fingerprint Publishing, 2016.

Tempest. Mass Market Paperback, 2004.

Unit III:

Oliver Goldsmith. *She Stoops to Conquer*. Kessinger Publishing, 2004

Unit IV:

Shaw, George Bernard. *Pygmalion*. Dover Publications, 1994.

Unit V:

Eliot, T. S. *Murder in the Cathedral*. Harcourt, 1964.

References:

Abrams, M. H. *A Glossary of Literary Terms*. 8th ed., Holt, Rinehart and Winston, 2005.

Nicoll, Allardyce. *World Drama: From Aeschylus to Anouilh*. George G. Harrap & Co., 1949.

E-Resources:

<https://www.litcharts.com/lit/the-spanish-tragedy/summary>

<https://www.sparknotes.com/shakespeare/macbeth/>

<https://www.sparknotes.com/shakespeare/asyoulikeit/>

<https://www.gradesaver.com/she-stoops-to-conquer/study-guide/summary>

<https://www.sparknotes.com/lit/pygmalion/summary/>

<https://www.gradesaver.com/murder-in-the-cathedral/study-guide/summary>

CORE COURSE VI – ENGLISH LANGUAGE TEACHING AND TECHNOLOGY (BLENDED) : 24UEN505	
Contact Hours/ Week :5	Credits :4
Internal Marks:40	External Marks 60

Course Overview:

This course explores the integration of technology in language teaching, from traditional methods to digital tools. Students will learn about the benefits and challenges of using technology, trends in EdTech, and practical applications of technology in language teaching.

Pre-Requisites:

A basic understanding of language teaching principles and practices.

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the methods, approaches of teaching English	K1-K5
Unit II	CO-2	Assess the ways to teach poetry, prose and drama	K1-K5
Unit III	CO-3	Comment on the steps to teach LSRW	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate, **K6-**Create

Content:

Unit I

Teaching English in India, Approaches, Methods

Unit II

Teaching Grammar, Composition, Poetry, Prose, Drama,

Unit III

Teaching LSRW Skills, Test and Evaluation

Language lab

Introduction to content creation tools: Google Docs, Canva, PowerPoint, etc.

AI in Language Teaching

Tools for virtual classrooms: Zoom, Google Meet, Microsoft Teams.

Digital assessment tools: Google Forms, Edpuzzle, Nearpod

Practice teaching

Text Books:

Unit I

Geetha Nagarajan. *English language Teaching Approaches, Methods, Techniques*. Orient Longman Pvt. Ltd.2005

Unit II,III

Sastry. P.S.S. *Methods of Teaching English Book I & Book II*. Madhava Publishers.

Unit IV and V

Christopher, Darlene. *The Successful Virtual Classroom: How to Design and Facilitate Interactive and Engaging Live Online Learning*. AMACOM, 2014.

References:

Jack Richards, Theodore Rogers. *Methods and Approaches*

Ahmadi, Mohammad Reza. *The Use of Technology in English Language Teaching*. *Frontiers in Education Technology*, vol. 2, no. 3, 2019, pp. 168–180. ResearchGate,

Ürün, Mehmet Fatih. *Integration of Technology into Language Teaching: A Comparative Review Study*. *Journal of Language Teaching and Research*, vol. 7, no. 1, 2016, pp. 76–84. ResearchGate,

Ostanina-Olszewska, Julia. *Modern Technology in Language Learning and Teaching*. *Linguodidactica*, vol. 22, 2018, pp. 153–164. ResearchGate,

E-Resources:

https://www.researchgate.net/publication/335504030_The_Use_of_Technology_in_English_Language_Teaching.

<https://www.lrc.columbia.edu/wp-content/uploads/2020/10/2017-Technology-for-TBLT-In-Chapelle-Sauro.pdf>

<https://sanako.com/technology-in-language-teaching-and-learning>

<https://www.lltjournal.org/>

https://www.researchgate.net/publication/289247656_Integration_of_Technology_into_Language_Teaching_A_Comparative_Review_Study.

https://www.researchgate.net/publication/334570905_Modern_technology_in_language_learning_and_teaching.

CORE PRACTICE II: ENGLISH FOR COMPETITIVE EXAMINATIONS: 24UEN552	
Contact Hours/ Week :2	Credits :2
Internal Marks:40	External Marks:60

Course Overview:

The course helps to face the competitive examination in English developing the language skills

Pre-Requisites:

A basic knowledge of grammar and ability to construct sentences

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the grammar concepts	K1-K5
Unit II	CO-2	Assess word power	K1-K5
Unit III	CO-3	Develop comprehension skill	K1-K5
Unit IV	CO-4	Design the speeches made in public	K1-K6
Unit V	CO-5	Compose essays, paragraphs and reviews	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate, **K6-**Create

Content:

Unit I

Basics of English grammar-Parts of Speech, Tenses

Unit II

Vocabulary, words often confuse, synonyms and antonyms, one-word substitutes.

Unit III

Reading comprehension

Unit IV

Presentation skills, Group discussions, interview.

Unit V

Letter writing, Writing paragraphs, reviews, essay writing.

Text Book:

Saraswathi,V. Mudbhatkal Maya, K. *English for Competitive Examinations* Emerald Publishers, 2000

References:

Wren and Martin. *High School English Grammar and Composition*. S Chand Publishing, 2023.
R.P Bhatnagar and Bhargava Rajal. *English for Competitive Examinations*. McMillan India Limited, 1989.

Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 2nd ed., Oxford University Press, 2011.

E-Resources:

<https://byjus.com/govt-exams/general-english-competitive-exams/>

<https://testbook.com/english-grammar>

<https://sathee.prutor.ai/article/english-grammar/general-english-grammar-competitive-exams/#parts-of-speech>

[https://archive.org/details/communicativeeng0000bhat.](https://archive.org/details/communicativeeng0000bhat)

[https://archive.org/details/technicalcommuni0000rama.](https://archive.org/details/technicalcommuni0000rama)

ALLIED III– HISTORY OF ENGLISH LITERATURE: AGE OF CHAUCER TO AGE OF POPE: 24UEN303	
Contact Hours/ Week :4	Credits :3
Internal Marks:25	External Marks:75

Course Overview:

The course deals with the literary background of British Literature from fourteenth century to eighteenth century

Pre-Requisites:

Ability to read and comprehend texts in English

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the literary figures in the fourteenth and fifteenth century	K1-K5
Unit II	CO-2	Review the works of university wits and other writers	K1-K5
Unit III	CO-3	Criticise the artistry of Shakespeare	K1-K5
Unit IV	CO-4	Comment on the literary background of the seventeenth century	K1-K5
Unit V	CO-5	Assess the authors and their contributions to English Literature	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I

The Age of Chaucer
Fifteenth century literature

Unit II

The Age of Shakespeare-I

Unit III

The Age of Shakespeare-II

Unit IV

The Age of Milton
The Age of Dryden

Unit V

The Age of Pope,
The Age of Johnson

Text Book:

William Henry Hudson. *History of English Literature*. Maple Press, 2012.

References:

Trivedi, R.D. *A Compendious History of English Literature*. S.Chand, 2018.

E-Resources:

<https://www.britannica.com/biography/Geoffrey-Chaucer>

<https://targetliterature.com/the-age-of-chaucer-1340-1350-1400-1450/>

<https://simoneconcorsi.it/wp-content/uploads/2020/03/6.1-THE-AGE-OF-SHAKESPEARE-OR-GOLDEN-AGE.pdf>

<https://www.britannica.com/biography/John-Milton>

<https://www.studocu.com/row/document/bahria-university/english/age-of-alexander-pope-characteristics-of-the-age-of-popebiography-of-alexander-complete-guidance/25963198>

B.A. ENGLISH SEMESTER IV

CORE COURSE VII – TRANSLATION STUDIES: 24UFL402	
Contact Hours/ Week :4	Credits :4
Internal Marks:25	External Marks75

Course Overview:

This course is designed to introduce the fundamentals of translation, covering its definition, history, challenges, techniques, and various types. Through the study of key concepts and practical applications, students will write in the target language.

Pre-Requisites:

Familiarity with the source language and target language

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Analyse the concepts in translation and the qualities of a translator	K1-K4
Unit II	CO-2	Appraise the history of translation	K1-K4
Unit III	CO-3	Survey the types of translations	K1-K4
Unit IV	CO-4	Evaluate the problems in translation	K1-K5
Unit V	CO-5	Write in the target language	K1-K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate, **K6-**Create

Content:

Unit-I

Translation- Definition, Nature, Scope
Translators and their qualities

Unit –II

History of Translation

Unit –III

Types of Translation

Unit –IV

Problems in Translation, Techniques of translation

Unit –V

Practice - Translate words, sentences, passages

Text Books:

Unit I -IV

Susan Bassnett *Translation Studies*. Methuen, 2002.

References:

Shanthi. Dr.R. *Towards Translation*. Emerald Publishers. 2002.

Kalyani. P.K. *Translation Studies*. Creative Books, 2001.

Newmark, Peter. *Approaches to Translation*. Pergamon Press, 1981.

Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2004.

Malmkjær, Kirsten, and Kevin Windle. *The Oxford Handbook of Translation Studies*. OUP, 2011.

E-Resources:

<https://academic.oup.com/editedvolume/34526/chapterabstract/292909477?redirectedFrom=fulltext>

<https://www.thenarrativecraft.com/post/translating-literature>

CORE COURSE VIII – AMERICAN LITERATURE: 24UEN506	
Contact Hours/ Week :5	Credits :4
Internal Mark :25	External Mark 75

Course Overview:

This course offers an in-depth exploration of American literature covering poetry, prose, drama, and fiction. The students will engage with major American writers and literary movements such as Transcendentalism, Realism, Modernism, and Postmodernism. The course aims to cultivate critical reading, analytical writing, and interpretive skills, enabling students to understand literature as a reflection of American culture, philosophy, and history.

Pre-Requisites:

Ability to engage in critical thinking

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the stylistic elements of American poets.	K1-K5
Unit II	CO-2	Comment on the role of nature	K1-K5
Unit III	CO-3	Criticise the characteristics of American short fiction.	K1-K5
Unit IV	CO-4	Assess psychological, social and cultural expression.	K1-K5
Unit V	CO-5	Estimate the elements in modern American literature.	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I

Henry Wadsworth Longfellow-The Children's Hour
Walt Whitman -O Captain, My Captain
Emily Dickinson -Because I Could Not Stop for Death
Wallace Stevens - The Emperor of Ice Cream.

Unit II

Henry David Thoreau -Walden: “Where I Lived, and What I Lived For”
Ralph Waldo Emerson - Self Reliance

Unit III

Edgar Allen Poe -The Murders at the Rue Morgue
Kate Chopin- Regret
Stephen Crane- A Dark Brown Dog

Unit IV

Tennessee Williams - The Glass Menagerie

Unit V

Hemingway-The Old Man and the Sea.

Text Books:

Unit I-III

The Norton Anthology of American Literature (Volumes B & C). W.W. Norton & Company, 2017

Unit IV

Williams. Tennessee *The Glass Menagerie*. New Directions Publishing, 1945

Unit V

Hemingway. Ernest *The Old Man and the Sea*. Arrow Books, 1952

References:

Emily Dickinson: A Biography by Richard B. Sewall, 1974

The Collected Poems of Wallace Stevens edited by Holly Stevens, 1960

Ralph Waldo Emerson: Essays and Lectures. Library of America edition, 1983

Kate Chopin: A Critical Biography by Emily Toth, 1999

The Glass Menagerie (Penguin Classics Edition, 2004

Hemingway's The Old Man and the Sea: A Critical Interpretation by Lawrence R. Broer, 2002E-

E-Resources:

<https://www.sparknotes.com>

<https://www.litcharts.com/>

ALLIED IV– HISTORY OF ENGLISH LITERATURE-AGE OF WORDSWORTH TO THE PRESENT AGE: 24UEN304	
Contact Hours/ Week :4	Credits :3
Internal Mark :25	External Mark:75

Course Overview:

The course deals with the literary background of British Literature from nineteenth century to the present age evaluating the features of the age and the authors' works in poetry, prose and drama

Pre-Requisites:

Ability to read and comprehend texts in English

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate the literary figures in older romantic poets	K1-K5
Unit II	CO-2	Review the works of younger romantic poets	K1-K5
Unit III	CO-3	Criticise the artistry of the authors in the age of Tennyson	K1-K5
Unit IV	CO-4	Comment on the literary background of the age of Hardy	K1-K5
Unit V	CO-5	Assess the authors' contributions to English Literature in the present age	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I

The Age of Wordsworth

Unit II

The Age of Tennyson

Unit III

The Age of Hardy

Unit IV

Early 20th century

Unit V

Post World War

Text Books:

Hudson. *History of English Literature*. Maple Press, 2012.

References:

Trivedi, R.D. *A Compendious History of English Literature*. S.Chand, 2018.

E-Resources:

<https://www.cambridge.org/core/books/abs/short-history-of-modern-english-literature/age-of-wordsworth-17801815/2297E2300ADF65C1EEA979E5BF50F977>

<https://www.britannica.com/art/English-literature/The-Romantic-period>

ALLIED (PRACTICE) II-BRITISH LITERATURE: 24UEN352	
Contact Hours/ Week :3	Credits :2
Internal Mark :40	External Mark: 60

Course Overview:

The course will prepare students to have in-depth knowledge the literary and social background of British literature, covering major periods and authors and society from the 14th century to the present age. The students will involve in hands on activities and develop their creative mind

Pre-Requisites:

A basic understanding of English literature

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Compose the works of the authors in the 14 th and 15 th century and the social background	K1-K6
Unit II	CO-2	Compile the literary and social background from the Age of Milton to the Age of Wordsworth	K1-K6
Unit III	CO-3	Elaborate the works of the authors and social background from the Age of Tennyson to the present age	K1-K6

K1- Remember, K2-Understand, K3-Apply

Content:

Unit I-Literary and social background

The Age of Chaucer
Fifteenth century literature
The Age of Shakespeare

Unit II - Literary and social background

The Age of Milton
The Age of Dryden
The Age of Pope
The Age of Johnson
The Age of Wordsworth

Unit III - Literary and social background

The Age of Tennyson
The Age of Hardy
The Present Age

- Create a visual timeline of kings and social events using digital
- Create a visual timeline of British literary movements using digital
- Poetry reading and audio recording / Write a poem / Modern version of a poem
- Mini performance or short video adaptation of a scene/ reimagine a play
- Thematic Reinterpretation / Storyboarding / Podcast Narration Activity/ reimagining a novel
- Creative essay

Text Books:

Unit I-III

Hudson. *History of English Literature*. Maple Press, 2012.

Xavier. A.G. *An Introduction to the Social History of England*. Anand Book Depot, 2021.

References:

Trivedi, R.D. *A Compendious History of English Literature*. S.Chand, 2018.

E-Resources:

<https://www.britannica.com/biography/Geoffrey-Chaucer>

<https://targetliterature.com/the-age-of-chaucer-1340-1350-1400-1450/>

<https://simoneconcorsi.it/wp-content/uploads/2020/03/6.1-THE-AGE-OF-SHAKESPEARE-OR-GOLDEN-AGE.pdf>

<https://www.britannica.com/biography/John-Milton>

<https://www.studocu.com/row/document/bahria-university/english/age-of-alexander-pope-characteristics-of-the-age-of-popebiography-of-alexander-complete-guidance/25963198>

BA ENGLISH SYLLABUS – SEMESTER V

24UFL403: RESEARCH METHODOLOGY FOR ENGLISH STUDIES (BLENDED)	
Contact Hours/ Week: 4	Credits :4
Internal Mark : 40	External Mark :60

Course Overview:

The course covers the fundamentals of research and academic writing, research design, data collection, and thesis writing. Practical exercises will help the students to prepare an article and develop research writing skills.

Pre requisite:

Basic understanding of research concepts and terminology

Course Objectives:

- To understand the concept, objectives, and criteria of good research in literature
- To identify the types of literary research and challenges faced by researchers
- To learn conventions of thesis writing
- To write research article

Course Outcomes:

CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
CO-1	Examine research its types	K1-K3
CO-2	Survey research problems relevant to literary studies	K1-K3
CO-3	Analyse the steps to plan and write the thesis	K1-K3
CO-4	Plan an article	K5
CO-5	Prepare an article	K6

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate, **K6-**Create

Content:

Unit I-Fundamentals of Research and Academic Writing

Research – Definition, Objectives, Criteria of Good Research

Types of literary research,

Problems encountered by researchers

Unit II- Research Design and Data Collection

Planning the thesis- Selecting a topic, Reviewing the literature, Designing the study,

Chapter outline

Data collection- Primary, secondary sources, Methods of data collection

Unit III- Thesis Writing

Writing the thesis- The Preliminaries, The Text, The reference material-Work cited, Bibliography

Mechanics of writing- Spelling, Punctuation, Italics, Names, Titles

Revising the thesis-Proof reading, editing

Practical exercise to prepare an article

Text Books:

Unit I

Kothari, C.R. *Research Methodology*. New Age International, 2004.

Unit II, III

Jonathan Anderson. *Thesis and Assignment Writing*. Wiley Eastern Limited, 2019

MLA Handbook . 9th edition. Modern Language Association of America, 2021

Reference Book:

Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. Notion Press, 2018.

E-Resources:

https://www.mgcub.ac.in/storage/materials/2020040417440140ec647ee9.pdf?utm_source=chatgpt.com

https://pdfroom.com/books/planning-your-research-and-how-to-write-it/9qlgy8QWdMG?utm_source=chatgpt.com

https://www.researchgate.net/publication/358921593_How_to_write_a_Thesis_A_step_by_Step_Guide?utm_source=chatgpt.com

24UEN507: INDIAN ENGLISH LITERATURE	
Contact Hours/ Week: 5	Credits :4
Internal Mark : 25	External Mark :75

Course Overview:

The course explores the rich and diverse literary heritage of India, focusing on works written in English. It examines the historical context, literary movements, and key authors, providing insights into Indian culture, identity, and experiences.

Pre requisite:

- Basic knowledge of literary devices and analysis.

Course Objectives:

- To explore Indian English literature through diverse texts and authors
- To analyse themes, styles, and cultural contexts of Indian writing in English
- To understand the evolution of Indian English literature and its key contributors
- To develop critical thinking and literary analysis skills
- To appreciate the cultural and social nuances reflected in Indian English texts

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Evaluate themes of nature, tradition, social identity, and mortality in Indian English poetry.	K1-K5
Unit II	CO-2	Reflect on national identity, youth aspirations, and cultural development in India	K1-K5
Unit III	CO-3	Develop critical appreciation and analytical skills	K1-K5
Unit IV	CO-4	Review social, cultural, and historical contexts in the stories.	K1-K5
Unit V	CO-5	Evaluate narrative techniques, imagery, symbolism, and time structure	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content

Unit I- Poetry

Toru Dutt -Sonnet – The Lotus

Sarojini Naidu- Indian Weavers

A.K. Ramanujan -Obituary

Arun Kolatkar- An Old Women

Unit II-Prose

Jawaharlal Nehru-The Discovery of India

Chetan Bhagat - What Young India Wants

Unit III-Drama

Girish Karnad -Nagamandala

Unit IV-Short Story

R.K Narayan - Father's Help

Ismat Chughtai -The Quilt

Mridula Koshy-The Good Mother

Unit V-Fiction

Anita Desai- Clear Light of Day

Text Books:

UNIT I

Narasimhaiah C.D. *An Anthology of Commonwealth Poetry*. Macmillan Publishers, 2010.

UNIT II

Jawaharlal Nehru - *The Discovery of India*. Penguin Books, 2004.

Chetan Bhagat -*What Young India Wants*. Rupa Publications, 2012.

Unit III

Girish Karnad. *Naga-Mandala: Play with a Cobra*. Oxford University Press, 1990.

Unit IV

Narayan. R.K. *Father's Help*. Indian Thought Publications, 1943.

Ismat Chughtai, *The Quilt and Other Stories*. Syracuse University Press, 1994

Mridula Koshy. *The Good Mother*. Tranquebar Press, 2009.

Unit V

Anita Desai. *Clear Light of Day*. Heinemann, 1980.

Reference Books:

Srinivasa Iyengar. *Indian Writing in English*. Asia Publishing House, 1973.

E-Resources:

https://edurev.in/p/93769/NCERT-Textbook-Poem-12-Ajamil-and-the-Tigers-Clas?utm_source=chatgpt.com

https://ruralindiaonline.org/or/library/resource/the-discovery-of-india/?utm_source=chatgpt.com

https://indiacurrents.com/the-good-mother/?utm_source=chatgpt.com

<https://pdfroom.com/books/what-young-india-wants-by-chetan-bhagat>

24UEN508 : LITERARY CRITICISM	
Contact Hours/ Week: 5	Credits :4
Internal Mark : 25	External Mark :75

Course Overview:

The course introduces students to the principles and practices of literary criticism, enabling them to analyse and interpret literary texts. It explores various critical approaches, theories, and methodologies, providing a deeper understanding of literature and its contexts.

Pre requisite:

- Basic understanding of literary criticism concepts
- Ability to analyse and interpret literary texts

Course Objectives:

- To understand the concept, definition, and types of literary criticism
- To explore classical criticism through key figures like Plato, Aristotle, Horace, Quintilian, and Longinus
- To analyse Renaissance, Neo-Classical, Romantic, and Victorian criticism
- To examine Twentieth Century criticism and its major trends
- To develop critical thinking and analytical skills in evaluating literary texts and criticism

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Appraise literary criticism	K1-K3
Unit II	CO-2	Analyse classical criticism	K1-K3
Unit III	CO-3	Survey Renaissance and Neo-Classical Criticism	K1-K3
Unit IV	CO-4	Interpret Romantic and Victorian Criticism	K1-K3
Unit V	CO-5	Illustrate Modern and New Criticism	K1-K3

K1- Remember, K2-Understand, K3-Apply

Content:

Unit-I -Literary Criticism

Literary Criticism- Definition & Types

Classical Criticism- Plato, Aristotle

Unit -II - Classical Criticism

Classical Criticism- Horace, Quintilian, Longinus

Unit – III - Renaissance to Neo-classical Criticism

Renaissance Criticism - Philip Sydney

Neo-Classical Criticism- Dr. Samuel Johnson, John Dryden

Unit-IV Romantic to Victorian Criticism

Romantic Criticism-William Wordsworth, S.T.Coleridge

Victorian Criticism-Mathew Arnold, Walter Pater

Unit-V Twentieth Century to New Criticism

Twentieth Century Criticism-T.S.Eliot, I.A.Richards

New Criticism

Text book:

Nagarajan. M.S. English Literary Criticism and Theory. Orient Black Swan, 2020

Reference Books:

Habib M.A.R Literary Criticism from Plato to the Present -An Introduction. Wiley Blackwell, 2017.

William K. Wimsatt Jr. & Cleanth Brooks. Literary Criticism. A Short History. Surjeet Publications. 2007.

E-Resources:

<https://ecampusontario.pressbooks.pub/literarytheory/>

<https://ecampusontario.pressbooks.pub/literarytheory/chapter/classical-literary-criticism/>

<https://ebooks.inflibnet.ac.in/engp10/chapter/renaissance-criticism/>

<https://www.britannica.com/art/literary-criticism/The-20th-century>

24UFL601: ENGLISH THROUGH LITERATURE	
Contact Hours/ Week: 4	Credits :4
Internal Mark : 25	External Mark :75

Course Overview:

The course uses literature to improve language skills, exploring various genres and its features, themes, theories and approaches.

Pre requisite:

- **Familiarity with English literature (poetry, prose, short stories, drama)**
- **Strong reading comprehension and writing skills**

Course Objectives:

- To analyse poetic themes, styles, and techniques through different works
- To appreciate the use of language
- To understand essayistic prose through authors
- To explore themes and narrative techniques
- To develop critical thinking and literary analysis skills

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Develop the ability to read, understand, and interpret the poems	K1-K5
Unit II	CO-2	Enhance vocabulary	K1-K5
Unit III	CO-3	Strengthen grammar through contextual learning	K1-K5
Unit IV	CO-4	Improve English communication skills by evaluating literary texts.	K1-K5
Unit V	CO-5	Cultivate critical thinking	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I-Poetry

William Shakespeare-Time and Love (Sonnet 116)

William Blake- Auguries of Innocence

Percy Bysshe Shelley-Ozymandias

Rudyard Kipling – If

Unit II-Poetry

D.H. Lawrence- Afternoon in School: The Last Lesson

T.S.Eliot-The Love Song of J.Alfred Prufrock

Stephen Spender-An Elementary School Classroom in a Slum

Gabriel Okara- Once Upon a Time

Unit III-Prose

Robert Lynd-Forgetting

A.P.J.Abdul Kalam-My Visions for India

Unit IV-Short Story

Edgar Allen Poe-The Tell-Tale Heart

Oscar Wilde-The Happy Prince

O' Henry -The Purple Dress

Unit V- One-Act Play

Anton Chekhov- The Wedding

W.W.Jacob-The Monkey's Paw

Text Books:

Unit I

William Shakespeare. *Shakespeare's Sonnets*. **Bloomsbury, 2010.**

William Blake. *The Oxford Anthology of English Literature*. Oxford University Press, 1973.

Percy Bysshe Shelley. *Selected Poems and Prose*. Penguin Books, Limited, 2016.

Rudyard Kipling. ***Rewards and Fairies***. Macmillan and Company, 1910.

Unit II

Lawrence D.H. *Love Poems and Others*. Duckworth & Co. 1913.

Eliot T.S. *The Love Song of J. Alfred Prufrock*. The Egoist Ltd. 1917.

Stephen Spender. *An Elementary School Classroom in a Slum*. Faber & Faber, 1939.

Unit III

Robert Lynd. *Forgetting*. J.M. Dent & Sons, 1925.

Abdul Kalam. A.P.J. *My Visions for India*. Penguin Books India, 1998.

Unit IV

Edgar Allen Poe. *The Tell-Tale Heart and Other Writings*. Bantam Books, 1982.

Oscar Wilde. *The Happy Prince and Other Tales*, Maple Classics, 1888.

O. Henry. *The Trimmed Lamp*. McClure Company, 1907.

Unit V

Anton Chekov. *The Wedding*, Players Press. 1996.

Jacob. W.W. *The Monkey's Paw*. Harper & Brothers, 1909.

Reference Books

Hudson. *History of English Literature*. Nice printing Press, 2008.

E-Resources:

<https://www.owleyes.org/text/sonnet-116>

<https://www.poetryfoundation.org/poems/46565/ozymandias>

<https://www.poetryfoundation.org/poems/144662/an-elementary-school-classroom-in-a-slum>

<https://ppup.ac.in/e-Content/ edetails.php?id=1035>

[https://americanenglish.state.gov/files/ae/resource_files/the tell-tale heart 0.pdf](https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf)

[https://www.one-act-plays.com/comedy/the wedding.html](https://www.one-act-plays.com/comedy/the_wedding.html)

24UFL602: VOICES OF WOMEN	
Contact Hours/ Week: 4	Credits :4
Internal Mark : 25	External Mark :75

Course Overview:

The course explores literature written by women, examining themes, styles, and experiences. It provides insights into women's lives, identities, and perspectives, promoting empathy and understanding of women in a male dominated society.

Pre requisite:

- Familiarity with English literature (poetry, prose, short stories, drama)
- Strong reading comprehension and writing skills

Course Objectives:

- To explore women's voices and experiences through poetry, prose, and drama
- To analyse themes of identity, gender, and social expectations in women's writing
- To understand the evolution of women's writing and its key contributors
- To examine the intersection of culture, history, and personal narrative in women's texts
- To develop critical thinking and empathetic understanding of women's perspectives

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Appreciate the nuances of the poems written by women writers	K1-K5
Unit II	CO-2	Explore women's struggles, professional challenges, and self-expression	K1-K5
Unit III	CO-3	Reflect character motivations and conflicts from a gendered perspective.	K1-K5
Unit IV	CO-4	Criticise the social, cultural issues in the works of female writers	K1-K5
Unit V	CO-5	Evaluate cultural, familial, and psychological factors affecting women's lives.	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit – I-Poetry

Emily Dickinson- I'm wife I've finished that

Judith Wright- Eve to her daughters

Mamta Kalia- Tribute to Papa

Alice Oswald- Memorial

Unit – II-Prose

Virginia Woolf- Professions for Women

Kamala Das - My Story

Unit – III-Drama

Caryl Churchill- Top Girls

Unit – IV-Short story

Charlotte Perkins Gilman- The Yellow Wallpaper

Alice Munro- Boys and Girls

Githa Hariharan- The Art of Dying

Unit – V-Fiction

Arundhati Roy- The God of Small Things

Text Books:

Unit – I

Emily Dickinson. *The Complete Poems of Emily Dickinson*, Little, Brown and Company, 1960.

Judith Wright. *Collected Poems 1942–1985*, Oxford University Press, 1994.

Mamta Kalia. *Tribute to Papa and Other Poems*, Writers Workshop, 1980.

Alice Oswald. *Memorial: An Excavation of the Iliad*. Faber and Faber, 2011.

Unit – II

Virginia Woolf. *The Death of the Moth and Other Essays*. Hogarth Press, 1942.

Kamala Das. *My Story*. Sterling Publishers, 1976.

Unit – III

Caryl Churchill. *Top Girls*. Methuen Drama, 1982.

Unit – IV

Charlotte Perkins Gilman. *The Yellow Wallpaper and Other Stories*, Oxford University Press, 1995.

Alice Munro. *Dance of the Happy Shades*, McGraw-Hill, 1968.

Githa Hariharan. *The Art of Dying and Other Stories*, Penguin India, 1993.

Unit – V

Arundhati Roy. *The God of Small Things*. Penguin Books, 1997.

Reference Books:

Antony Easthope. *Literary into Cultural Studies*. Routledge, 2003

E-Resources:

<https://poets.org/poem/im-wife-ive-finished>

<https://poemanalysis.com/mamta-kalia/tribute-to-papa/>

<https://englishsummary.com/lesson/professions-for-women-summary/>

<https://www.gutenberg.org/files/1952/1952-h/1952-h.htm>

<https://www.sahapedia.org/art-of-dying-by-githa-hariharan>

<https://www.sparknotes.com/lit/godofsmallthings/>

24UFL603: LITERATURE AND CULTURE	
Contact Hours/ Week: 4	Credits :4
Internal Mark : 25	External Mark :75

Course Overview:

The course explores the relationship between literature and culture, examining how texts reflect and shape cultural values. It analyses the intersection of literature, history, and society.

Pre requisite:

- Familiarity with English literature (poetry, prose, short stories, drama)
- Strong reading comprehension and writing skills

Course Objectives:

- To explore literary works from diverse cultural contexts and geographical regions
- To analyse how literature reflects, shapes, and challenges cultural identities and values
- To understand historical, social, and political contexts influencing literary production
- To develop critical thinking and comparative analysis skills across texts and cultures
- To appreciate the interplay between literature and culture in shaping global perspectives

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Interpret literature's role in society.	K1-K5
Unit II	CO-2	Assess the texts on gender's cultural perspectives.	K1-K5
Unit III	CO-3	Explore the representation of cultural issues.	K1-K5
Unit IV	CO-4	Enhance critical thinking to real-world contexts.	K1-K5
Unit V	CO-5	Develop appreciation for diverse cultural traditions	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit - I British Literature

Jane Austen - Pride and Prejudice

Unit - II American Literature

Scott Fitzgerald - The Great Gatsby

Unit- III Indian Literature

Aravind Adiga - The White Tiger

Unit- IV Commonwealth Literature
Ngũgĩ wa Thiong'o - *Petals of Blood*

Unit - V Asian Literature
Kamila Shamsie - *Burnt Shadows*

Text Book

Unit I

Jane Austen. *Pride and Prejudice*. T. Egerton, Whitehall, 1813

Unit – II

Scott Fitzgerald. *The Great Gatsby*. Fingerprint Publishing, 2018.

Unit – III

Aravind Adiga. *The White Tiger*. Free Press, 2008.

Unit – IV

Ngũgĩ wa Thiong'o. *Petals of Blood*. Heinemann, 1977.

Unit – V

Kamila Shamsie. *Burnt Shadows*. Bloomsbury Publishing, 2009.

Reference Books:

Hudson. *History of English Literature*. Nice printing Press, 2008.

Srinivasa Iyengar. *Indian Writing in English*. Asia Publishing House, 1973.

E-Resources:

<https://www.gutenberg.org/files/1342/1342-h/1342-h.htm>

<https://www.gutenberg.org/files/33/33-h/33-h.htm>

<https://www.sparknotes.com/lit/petals-of-blood/>

<https://www.litcharts.com/lit/burnt-shadows>

24UFL604: LITERATURE AND ENVIRONMENT	
Contact Hours/ Week :4	Credits :4
Internal Mark :25	External Mark :75

Course Overview:

The course explores the relationship between literature and the environment, examining themes, motifs, and representations. It analyses the role of literature in shaping environmental awareness and action.

Pre requisite:

- Ability to explore connections between literature and nature

Course Objectives:

- To explore the relationship between literature and the environment
- To understand the interplay between human and non-human worlds in literary texts
- To analyse how writers represent nature, ecology, and environmental issues
- To examine themes of conservation, sustainability, and environmental justice
- To develop critical thinking on eco-critical perspectives and environmental awareness

Course Outcomes:

UNIT	O NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Interpret the representation of nature	K1-K5
Unit II	CO-2	Evaluate human-nature relationships	K1-K5
Unit III	CO-3	Explore ecological dimensions	K1-K5
Unit IV	CO-4	Reflect the environmental issues	K1-K5
Unit V	CO-5	Assess the interconnectedness between human and non-human world	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I: Poetry

W.B.Yeats -The Wild Swans at Coole
 Keki N. Daruwalla-The Ghaghra in Spate
 Dilip Chitre-The Felling of the Banyan Tree
 Niyi Osundare- Our Earth Will Not Die

Unit II: Prose

Rachel Carson- A Fable for Tomorrow from Silent Spring
 David Attenborough: A Life on Our Planet

Unit III: Short story

Ernest Hemingway- Fathers and Sons
William Faulkner- The Bear Hunt
Ruskin Bond-Cherry Tree

Unit IV: Drama

Rabindranath Tagore- *Muktadhara*

Unit V: Fiction

Sheela Tomy-Valli

Unit – I

Yeats. W. B. *The Wild Swans at Coole*. Macmillan, 1919.
Keki N. Daruwalla. *The Ghaghra in Spate*. Writers Workshop, 1970.
Dilip Chitre. *The Felling of the Banyan Tree*. Oxford University Press, 1980.
Niyi Osundare. *Our Earth Will Not Die*. Heinemann, 1986.

Unit – II

Rachel Carson. *A Fable for Tomorrow -Silent Spring*. Houghton Mifflin, 1962.
David Attenborough. *A Life on Our Planet*. Ebury Press, 2020.

Unit – III

Ernest Hemingway. *Fathers and Sons*. Charles Scribner's Sons, 1933.
William Faulkner. *The Bear*. Random House, 1942.
Ruskin Bond. *The Cherry Tree*. Penguin Books India, 1992.

Unit – IV

Rabindranath Tagore. *Muktadhara*. Shakespeare Publications, 2024.

Unit – V

Sheela Tomy. *Valli*. DC Books, 2019.

Reference Book:

Louise Westling. Ed. *The Cambridge Companion to Literature and the Environment*.
Cambridge University Press, 2013.

E-Resources:

<https://poets.org/poem/wild-swans-coole>

<https://www.tumblr.com/seaanimalonland/171755942312/the-felling-of-the-banyan-tree-dilip-chitre>

<https://www.netflix.com/in/title/80216393>

<https://www.sparknotes.com/lit/the-hungry-tide/>

24UEN701: LANGUAGE AND LINGUISTICS	
Contact Hours/ Week :4	Credits : 4
Internal Mark :25	External Mark :75

Course Overview:

Language and Linguistics course presents students to the scientific study of language, exploring its structure, properties, and usage. It examines phonetics, phonology, morphology, syntax, and semantics providing insights into language acquisition, variation, and change.

Pre requisite:

- Basic language and linguistics concepts

Course Objectives:

- To understand the fundamentals of language and linguistics
- To analyse the sound systems of languages
- To examine the structure of words and morphemes
- To explore sentence structure and syntax rules
- To investigate meaning and interpretation in language

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Understand the fundamentals of language and linguistics	K1-K3
Unit II	CO-2	Describe the phoneme and allophone	K1-K3
Unit III	CO-3	Classify morphemes	K1-K3
Unit IV	CO-4	Identify the sentence structure	K1-K3
Unit V	CO-5	Apply structural semantics to analyse meaning	K1-K3

K1- Remember, **K2-**Understand, **K3-**Apply

Content:

Unit I: Language & Linguistics

Language-Definitions, features, unique properties

Linguistics-Nature, scope, branches of linguistics, Linguistic concepts

Unit II: Phonology

Phonology- Phonemes, Allophones, Minimal pairs

Unit III: Morphology

Morphology-Morphs, Morpheme, features, classification, process of word formation

Unit IV: Syntax

Syntax-Word order, I.C.Analysis, Limitations of I.C.Analysis, Phrase Structure grammar, T.G.Grammar

Unit V: Semantics

Semantics-The Semantic triangle, Seven types of meaning, Structural Semantics

Text Book

Unit- I, III, IV, V

Pattanayak. B.K. *Linguistics Made Easy*. Prakash Book Depot, 2013.

Unit II

Balasubramaniam. T. *Phonetics for Indian Students*. Trinity Press, 2025.

Reference

Peter Roach. *English Phonetics and Phonology*. Cambridge University Press, 2009.

E-Resources:

<https://pdfroom.com/books/introduction-to-linguistics/wW5mwj4VgYo>

https://www.linguisticsociety.org/sites/default/files/01_phonology.pdf

https://ocw.mit.edu/courses/24-900-introduction-to-linguistics-fall-2012/resources/mit24_900f12_morphology/

24UEN703: INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION	
Contact Hours/ Week :4	Credits : 4
Internal Mark :25	External Mark : 75

Course Overview:

The course provides an overview of journalism and mass communication, exploring the principles, practices, and ethics of media. It covers news gathering, writing, and reporting, as well as the role of media in society.

Pre requisite:

- Basic understanding of communication concepts and theories
- Familiarity with current events and media landscape
- Strong writing and verbal communication skills

Course Objectives:

- To understand the role of journalism and mass communication in society
- To learn the functions of media
- To familiarise with the process of news **dissemination**
- To enhance writing opinion pieces
- To develop skills in audio journalism, and visual communication

Course Outcomes:

UNIT	CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
Unit I	CO-1	Understand the fundamentals of journalism and mass communication.	K1-K3
Unit II	CO-2	Identify the functions of print, broadcasting and audio visual media	K1-K3
Unit III	CO-3	Describe the process of news dissemination	K1-K3
Unit IV	CO-4	Analyse feature writing and opinion pieces	K1-K4
Unit V	CO-5	Explore audio journalism, and visual communication	K1-K4

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

Content:

Unit I - Journalism and mass communication

Journalism-Definition, types, functions

Mass communication - Definition, types, functions

Unit II - Media

Print medium-Indian press, publications, printing press, and role of press

Broadcasting media-Radio, TV,

Audio visual media

Unit III - News

News agencies-Role of news agencies, Indian and Foreign news agencies, sources of news
News and its dissemination-types, elements of news, reporting, reporters, style of writing

Unit IV – Feature writing and opinion pieces

Feature writing-Role of features, characteristics,
Opinion pieces-Editorial, review, article, letter to the editor, column

Unit V - Multimedia

Audio journalism
Film and visual communication

Text Books:

Unit I

Webb, Finlay. *Introduction to Journalism and Mass Communication.* Routledge, 2018.

Unit II, III, IV

Mehtas. D.S. *Mass Communication and Journalism in India.* Allied Publishers Private Limited, 2017.

Unit V

Gitner, Seth. *Multimedia Storytelling for Digital Communicators in a Multiplatform World.*

Reference Books:

Rangaswami Parthasarathy, *Basic Journalism.* Macmillan Publishers India Limited, 2010

E-Resources:

<https://www.scribd.com/document/398087263/AAR-in-instalatiile-electrice-pdf>

<https://www.scribd.com/document/401728748/89898-ManualBPPrev-cocinas>

<https://egyankosh.ac.in/handle/123456789/106204>

<https://www.learningclassesonline.com/2020/12/critical-understanding-of-ict-pdf.html>

24UEN707–UPSKILLING	
Contact Hours/ Week :4	Credits : 4
Internal Mark :40	External Mark : 60

Course Description

This course enables students to develop domain-specific innovative skills aligned with their entrepreneurial aspirations. It focuses on translating identified problems / gaps into validated concepts through technical skill acquisition, tool training, ideation processes, feasibility analysis, and structured innovation frameworks. The course prepares students to identify problems, validate solutions, undergo skill development programmes, participate in boot camp, industrial training and certification, and perform tool validation.

Course Objectives

After completion of this course, graduates will be able to:

1. **Apply (K3)** domain-specific tools and techniques relevant to entrepreneurship.
2. **Analyse (K4)** the feasibility and practicality of proposed concepts using appropriate frameworks.
3. **Evaluate (K5)** the technical, professional, and market viability of innovative ideas.
4. **Design (K6)** validated concept notes, prototypes, or competency frameworks.
5. **Demonstrate (K6)** acquired skills through certification, tool usage, internship application, or innovation outputs.

Course Expected Learning Outcomes

COs	Course Expected Learning Outcome	RBT (KL)
CO1	Apply relevant domain-specific tools and techniques	K3 – Apply
CO2	Analyse feasibility and innovation potential	K4 – Analyse
CO3	Evaluate technical/professional/market viability	K5 – Evaluate
CO4	Design validated innovative concepts or competency models	K6 – Create

24UEN751: ANALYSING LITERARY TEXTS (PRACTICE)	
Contact Hours/ Week :4	Credits : 2
Internal Mark :40	External Mark : 60

Course Overview:

The practice based course is designed to enhance students' critical and analytical skills through close reading and evaluation of literary texts across genres. It enables learners to interpret, critique, and appreciate literature using various theoretical and approaches.

Pre requisite:

Strong reading comprehension and critical thinking skills

Course Objectives:

- To develop skills to critically analyse literary texts across genres (poetry, prose, drama, novel)
- To understand literary devices, techniques, and themes in selected texts
- To analyse character, plot, and narrative structures
- To explore cultural, historical, and social contexts of texts
- To enhance critical thinking and interpretive skills for literary analysis

Course Outcomes:

CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
CO-1	Develop skills to critically evaluate literary devices	K1-K5
CO-2	Appreciate the structure, conflict, and moral dilemmas presented in classical drama.	K1-K5
CO-3	Evaluate fiction for plot structure, conflict, and thematic depth.	K1-K5
CO-4	Compare and contrast different genres and styles of literature.	K1-K5
CO-5	Perform critical analysis of poems, short stories, novels, and dramas	K1-K5

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse, **K5-**Evaluate

Content:

Unit I - Poem, Short story

Robert Frost-Mending Wall

Guy de Maupassant-The Necklace

UNIT II - Drama

Shakespeare-Hamlet

Unit III - Fiction

V.S Naipaul -A House for Mr. Biswas

Practice: Critical Analysis of Poem, prose, novel, drama

Text Books:

Unit I:

Selected Poems of Robert Frost. Unique Publishers, 2018.

Guy de Maupassant. *The Necklace*. Creative Edition, 2004.

Unit II:

William Shakespeare. *Hamlet*. Maple Classics, 2020.

Unit III:

Naipaul V.S. *A House for Mr. Biswas*. Picador, 2003.

Reference Books:

Hamlet (Oxford School Shakespeare). Oxford University Press, 2009.

A House for Mr Biswas (Critical Analysis). Atlantic Publishers and Distributors, 2006.

E-Resources:

https://www.owleyes.org/text/mending-wall?utm_source=chatgpt.com

https://faculty.ksu.edu.sa/sites/default/files/the_diamond_necklace.pdf

https://www.scribd.com/document/579027935/Hamlet-Soliloquies?utm_source=chatgpt.com

<https://uk.pinterest.com/pin/531987774728625144/>

CONTENT WRITING: 24UEN752 (PRACTICE)	
Contact Hours/ Week :4	Credits : 2
Internal Mark :40	External Mark : 60

Course overview:

The practice oriented course equips students with the fundamentals of content creation, exploring various formats, platforms, and real-world applications. It provides hands-on training in creating content for blogs, e-commerce websites, and social media platforms and enhances essential skills and techniques required for professional content writing in the digital age.

Pre requisite:

Strong writing skills and command of language

Course Objectives:

- To understand content writing concepts, types, and scope
- To develop skills to write quality content for various formats and platforms
- To learn strategies for e-commerce content, social media marketing, and blogging
- To explore AI-assisted writing and plagiarism detection
- To enhance writing skills for career opportunities in content writing

Course Outcomes:

CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
CO-1	Understand the fundamentals of content writing	K1,K2
CO-2	Identify the different content writing format	K1, K2
CO-3	Explore social media content-sharing techniques	K1- K3
CO-4	Demonstrate the ability to adapt writing style for different audiences and platforms	K1-K4
CO-5	Develop the ability to create content pieces	K1-K4

K1- Remember, K2-Understand, K3-Apply, K4-Analyse

Content:

Unit I - Essentials of Content Writing

Meaning, definition and Scope of Content Writing, Types of Content Writing, Content Writing Topics, Problems Faced in Content Writing

Unit II- Content Writing: Strategies, Skills, and Opportunities

Different content writing formats, major skills for writing quality content, strategies in producing high-quality content, different stages of writing a good content

Unit III- Content Creation and Digital Marketing Essentials

Blogging and types, advertising, e-book and its different formats, plagiarism detection

Content writing for e-commerce sites, writing e-commerce product description, marketing for e-commerce, effective ways to share content in social media,

employment opportunities, AI assisted writing

Practice content writing

Text Book:

Kristine Halverson. *Content Strategy for the Web*. New Riders, 2009

Reference Book:

Meghan Casey. *The Content Strategy Toolkit: Methods, Guidelines, and Templates for Getting Content Right*. New Riders, 2015

E-Resources:

https://www.msuniv.ac.in/images/distance%20education/learning%20materials/ug%20Pgs%202023/ug%202021/BA%20english%202021/DECW41_IV_Sem_Content_Writing.pdf?utm_source=chatgpt.com

<https://www.daswritingservices.com/essential-content-writers-skills/>

<https://help.sap.com/docs/successfactors-platform/using-admin-center/ai-assisted-writing?locale=en-US>

24UEN753:TEACHING PRACTICES USING ICT TOOLS (PRACTICE)	
Contact Hours/ Week :4	Credits : 2
Internal Mark :40	External Mark : 60

Course Overview:

The course introduces students to the effective integration of ICT in the teaching-learning process. It prepares future educators to use digital tools to create interactive, student-centered, and engaging classrooms.

Pre requisite:

Understanding of teaching-learning processes and educational technology

Course Objectives:

- To understand LMS
- To prepare digital content using various tools
- To enhance listening, speaking and presentation skills using digital tools.
- To boost writing skills using digital tools
- To develop storytelling skills

Course Outcomes:

CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
CO-1	Manage online learning environments	K1- K3
CO-2	Design engaging digital content using various tools	K1- K3
CO-3	Develop listening, speaking and presentation skills using digital tools.	K1- K3
CO-4	Enhance writing skills using digital tools	K1- K3
CO-5	Create digital stories	K1- K4

K1- Remember, K2-Understand, K3-Apply, K4-Analyse

Content:

Practice:

- Learning Management Systems (LMS): Google Classroom, Canvas, Moodle
- Content creation tools: Google Slides, Gamma AI, NotebookLM, Ideogram, Mindgrasp AI, Elicite, Brisk AI
- Virtual classrooms: Zoom, Google Meet
- Grammar and vocabulary tools: Quizlet, Wordwall
- Writing tools: Grammarly, Hemingway Editor, ProWriting Aid
- Speaking and listening tools: YouTube, TED Talks, ESL Lab
- Digital storytelling tools: Powtoon, Animoto, Adobe Spark

24UEN754 :INCUBATION (PRACTICE)	
Contact Hours/ Week :4	Credits : 2
Internal Mark :40	External Mark : 60

Course Description

This course enables students to design, develop, and validate product/application aligned with their entrepreneurial aspirations. It emphasises translating identified problem into functional application prototypes/ digital solutions/ process models/ creative content or competency frameworks using structured innovation methods, and feasibility analysis.

Students' progress from ideation to product development

Course Objectives: After completion of this course, graduates will be able to:

1. **Apply (K3)** domain-relevant development tools, software platforms, or technical frameworks.
2. **Analyse (K4)** application feasibility, usability, and operational practicality.
3. **Evaluate (K5)** technical robustness, industry relevance, and market viability.
4. **Design (K6)** validated application prototypes or structured solution models.
5. **Demonstrate (K6)** discipline-specific application competency by developing, testing, and presenting functional prototypes or applied solution models using skills acquired in the Innovative Skill course.

Course Expected Learning Outcomes

CO	Course Expected Learning Outcome	RBT (KL)
CO1	Apply development tools/platforms relevant to aspiration pathway	K3
CO2	Analyse feasibility and user relevance of applications	K4
CO3	Evaluate technical, operational, and market viability	K5
CO4	Design and demonstrate validated discipline-specific applications using previously acquired innovative skills	K6

24UEN381: COMPUTER LITERACY (LAB)	
Contact Hours/ Week :2	Credits : 2
Internal Mark :40	External Mark : 60

Course Overview:

The course offers students of English Literature to essential computer skills required in academic, personal, and professional contexts. Students will learn to efficiently use MS Word for document creation, MS Excel for data handling and basic analysis, and PowerPoint for creating engaging presentations.

Pre requisite:

Basic computer literacy and familiarity with digital devices

Course Objectives:

- To understand computer fundamentals, components, and operating systems
- To learn internet basics, services, and applications
- To develop skills in MS-Word for document creation and editing
- To familiarise with MS-Excel for data analysis and visualization
- To learn PowerPoint skills for effective presentation creation

Course Outcomes:

CO NO.	UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO	COGNITIVE LEVEL
CO-1	Understand the internet basics	K1, K3
CO-2	Demonstrate the ability to write, organise and send emails	K1-K3
CO-3	Explore the MS Word interface and document layout	K1-K3
CO-4	Identify the basic features of MS Excel and its interface.	K1-K3
CO-5	Navigate the PowerPoint interface	K1-K4

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

Content:

Practice the below in the lab:

- Internet Basics: Opening web browsers (Chrome, Firefox) Typing URLs and searching online
- Files & Folders: Creating, renaming, and deleting files and folders Organising files and folders
- Printing and Scanning: Printing documents and files Scanning documents using scanner
- Email: Basics of email, Email etiquette, Writing effective emails, Organising email, Create emails
- MS Word: Document creating and formatting documents, using tables, images

- MS Excel: Creating worksheets-data entry, formatting cells, macros, use of formula, using charts
- Power point Presentations: Creating presentations, Presentations using transitions, animations and multimedia, slide masters, customising presentations, creating and delivering presentations