



# **BANGALORE CITY UNIVERSITY**

## **DEPARTMENT OF ENGLISH**

### **UG ENGLISH SYLLABUS (AS PER NEP-2020)**

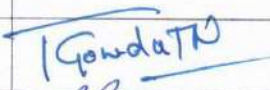
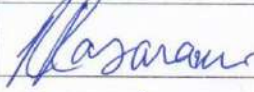

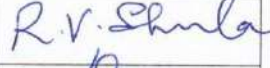


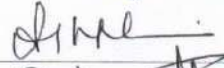
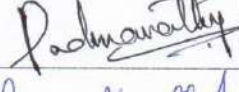


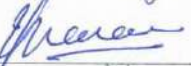
### **GENERIC ENGLISH, ENGLISH LITERATURE (BASIC/ HON'S) OPEN ELECTIVES AND COMMUNICATIVE ENGLISH**

**FOR THE ACADEMIC YEAR 2021-22**

Proceedings of the meeting of the Board of Studies Under-Graduate English held on 25/9, 1/10 5/10/2021 at KSHEC, Central College Campus, Bengaluru-1 presided over by Dr. Thandava Gowda T.N (Chairperson) in the Department of English, Bangalore City University.

A meeting of the BOS-UG-English was held on on 25/9, 1/10 5/10/2021 in the Department of English, Bangalore City University. The following members were present.

**Members of the BOS**

| Sl. No | Name of the Members   | Signature   |
|--------|---|---|
| 1.     | Dr. T. N. Thandava Gowda<br>Chairman, PG Department of English, BCU         |    |
| 2.     | Dr. Rajaram R<br>Associate Professor, Department of English                 |    |
| 3.     | Dr. P. Sartaj Khan<br>Associate Professor, Department of English            |    |
| 4.     | Dr. R. V Sheela<br>Associate Professor & Head, Department of English        |   |
| 5.     | Dr. Anita Rao<br>Associate Professor, Department of English                 |  |
| 6.     | Dr. Kavita Shastri<br>Associate Professor & Head, Department of English     |  |
| 7.     | Mrs. Ayesha Firdose<br>Associate Professor, Department of English           |  |
| 8.     | Dr. Padmavathy<br>Professor & Head, Department of English                   |  |
| 9.     | Mrs. Leena Karanth A<br>Associate Professor & Head, Department of English   |  |
| 10.    | Dr. Narasimharaju K<br>Asst. Professor & Head, Department of English        |  |
| 11.    | Mrs. Prasanna Udipikar<br>Associate Professor & Head, Department of English |  |

I. The Board of Studies for UG English, Bangalore City University, approved the syllabi for the I and II Semesters **L2 - Generic English** under **Ability Enhancement Compulsory Courses, Languages, (AECC)**, and the textbook committee has prepared a separate syllabus for

(1) B.A./B.S.W./ B.A.(Music) and other courses coming under

**Faculty of Arts.**

Coursebooks: **RESONANCE - I** and **RESONANCE - II**, Prasaranga, Bangalore Central University Press (BCU).

(2) B.Sc./B.C. A / B.Sc. (FAD) /B.V.A and other courses coming under **Faculty of Science.**

Coursebooks: **IMPRINTS - I** and **IMPRINTS - II**, Prasaranga, Bangalore Central University Press (BCU).

(3) **B.Com./BBA and other courses coming under**

**Faculty of Commerce and Management**

Coursebooks: **INSIGHTS - I** and **INSIGHTS - II**, Prasaranga, Bangalore Central University Press (BCU).

The syllabi for the III and IV Semesters L2 Generic English as per NEP will be prepared during the following year 2022-23.

II. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in English (Basic/Hons)/ Major/Minor Disciplines Programme** for the following Papers:

Semester I – A1- Introduction to Literature (3)

A2-Indian Writing in English -Part 1 (3)

(Pre- Independence)

Semester II –A3-Introduction to Phonetics and Linguistics (3)

A4-Indian Writing in English -Part II (3)

(Post-Independence)

Model Program Structure - **II B** - Bachelor of Arts (Basic/ Hons) in subjects without practical with one major and one minor.

III. The Board of Studies approved the syllabus for **Discipline Elective (DSE)/ Open Elective (OE)** for the following Papers:

- English - Open Elective – 1  
Functional English Grammar and Study Skills
- English - Open Elective –2  
Spoken English for Corporate Jobs
- English - Open Elective –3  
Speaking and Listening Skills
- English - Open Elective – 4  
Translation Theory and Practice

IV. The Board of Studies approved the syllabi for the I and II Semesters of the **Discipline Core (DSC) B.A. in Communicative English (Basic/Hons) and OE** for the following Papers:

DSC - Semester I

A1-Basics of Communication and Functional Grammar (4+2)

Semester II

A2-Phonetics and LSRW Skills (4+2)

OE - Semester I- Corporate Communication

Semester II- Travel Writing

Model Program Structure – **II A** - Bachelor of Arts (Basic/ Hons) in subjects with practical with one Major and one Minor.

Model Program Structure - II C - Bachelor of Arts (Basic/ Hons) with one core subject with practical and the other without practical.

**List of members of the new textbook committee to prepare I & II Semester L2 Generic English (AECC) Syllabus and textbooks for B.A. and other courses coming under the Faculty of Arts.**

**Dr. Ayesha Firdose**  
**Vijaya College, Bengaluru.**  
**Board of Studies Member**

**Prof. Poornima PS**  
**Govt. Arts College, Bengaluru.**  
**Chair Person, Textbook Committee**

#### **TEXTBOOK COMMITTEE MEMBERS**

**1. Dr. Vedha Surendra**  
**Baldwin Women's Methodist College, Bengaluru.**

**2. Dr. Basavaraju. B**  
**Govt. RC College, Bengaluru.**

**3. Dr. Sahana Priyadarshini**  
**Govt. First Grade College, Malleswaram, Bengaluru.**

**4. Prof. Mallikarjun G**  
**RFGCC, Bengaluru.**

**5. Prof. Mamatha Subraya**  
**VETFGC, Bengaluru.**

**6. Prof. Rashmi L**  
**Vidyavardhaka Sangha First Grade College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester L2 Generic English (AECC) Syllabus and textbooks for B. Com/BBA and other courses coming under the Faculty of Commerce and Management.**

**Prof. Prasanna Udipikar  
V.V.N. Degree College, Bengaluru.  
Board of Studies Member**

**Prof. N G Narasimhan  
Vijaya Evening College, Bengaluru.  
Chair Person, Textbook Committee**

**TEXTBOOK COMMITTEE MEMBERS**

**1.Prof. Renuka  
Govt. First Grade College, Malleswaram, Bengaluru.**

**2.Prof. Akhila H G  
Jain College, Bengaluru.**

**3.Prof. Channappa  
Sha-Ship Degree College, Bengaluru.**

**4.Prof. Kavita Venugopal  
Sri Krishna Degree College, Bengaluru.**

**5. Prof. Narayanaswamy  
SJP First Grade College, Bengaluru.**

**6. Prof. Ravikumar  
Vivekananda Degree College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester L 2  
Generic English (AECC) Syllabus and textbooks for B.Sc./B C A and other courses  
coming under the Faculty of Science.**

**Dr. Narasimharaju K**  
**Govt. R C College, Bengaluru.**  
**Board of Studies Member**

**Dr. G.M. Murtheppa**  
**Chairperson**  
**Govt. First Grade College, Yelahanka, Bengaluru.**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Soumya M.A**  
**Acharya Institute of Graduate Studies, Benagluru**

**2. Dr. Bhujendra Singh Rathod LR**  
**Govt. First Grade College, Hessaraghatta, Bengaluru.**

**3.Prof. Asma Fatima**  
**Abbas Khan College, Bengaluru.**

**4. Dr. Sapna**  
**Sheshadripuram College, Bengaluru.**

**5. Prof. Arunkumar V**  
**Nitte School of Fashion Technology and Interior Design,**  
**Bengaluru.**

**6. Prof. Santoshi**  
**MLA First Grade College, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester  
Additional English Syllabus**

**Prof. Leena Karanth. A.**  
**Bishop Cotton Women's Christian College, Bengaluru.**  
**Board of Studies Member**

**Prof. R. Rebecca Suzan**  
**Bishop Cotton Academy of Professional Management,**  
**Bengaluru.**  
**Textbook Committee Chair Person**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Asha K R,**  
**Govt. R C College of Commerce and Management, Bengaluru.**

**2. Dr. Prathiba,**  
**BMS College of Commerce and Management, Bengaluru.**

**3. Prof. Jayaprada N**  
**Vijaya College, Jayanagar, Bengaluru.**



**List of members of the new textbook committee to prepare I & II Semester  
Discipline Core (DSC) B.A. in English (Basic/Hons) Syllabus**

**Dr. R. V. Sheela**  
**MES College, Bengaluru.**  
**Board of Studies Member**

**Dr. Padmavathy**  
**Sindhi College, Bengaluru.**  
**Chair Person, Textbook Committee**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Manjula Veerappa**  
**Vijaya College, Bengaluru.**

**2. Dr. Susheela . B**  
**Jyothi Nivas College, Bengaluru.**

**3. Prof. Adhisakthi P K**  
**M.S. Ramaiah College of Arts, Science and Commerce,**  
**Bengaluru.**

**4. Prof. Rita Josephine**  
**Bishop Cotton Women's Christian College, Bengaluru.**

**5. Prof. Shashidhar S**  
**Acharya Institute of Graduate Studies, Bengaluru.**

**6. Prof. Ranisha R**  
**Acharya Institute of Graduate Studies, Bengaluru.**

**List of members of the new textbook committee to prepare I & II Semester  
Communicative English**

**Dr. Kavita Shastri**  
**Vijaya College, Jayanagar Bengaluru.**  
**Board of Studies Member**

**Prof. Manjula Veerappa**  
**Vijaya College, Jayanagar, Bengaluru.**  
**Chair Person**

**TEXTBOOK COMMITTEE MEMBERS**

**1. Prof. Simantini Kulkarni**  
**Jnana Jyothi Degree College, Bengaluru.**

**2. Prof. Shirisha Balagam**  
**St. Francis College, Bengaluru.**

**3. Prof. Anuragh Gowtham K**  
**Vijaya College, Jayanagar, Bengaluru.**

**4. Prof. Kevin Frank Fernandes**  
**Indian Institute of Psychology and Research, Bengaluru.**

## **The Teaching Learning Process**

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society.

In teaching and learning pedagogy, there should be a shift from domain or conclusions-based approach to the experiential or process/es-based approach. The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

### **1.1 Lectures**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

### **1.2 Discussions**

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem solving and, ultimately to success.

### **1.3 Simulations**

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

### **1.4 Case Studies**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

### **1.5 Role Play**

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

### **1.6 Team Work**

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

### **1.7 Study Tours/Field Visits**

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

## **ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH**

### **Course Outcomes:**

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Learn to appreciate literary art
3. Obtain the knowledge of literary devices and genres
4. Acquire the skills of creativity to express one's experiences
5. Know how to use digital learning tools
6. Be aware of their social responsibilities
7. Develop their ability as critical readers and writers
8. Increase their reading speed
9. Be able to give presentations
10. Increase their analytical skills.

## Syllabus for I Semester B.A./B.S.W./ B.A.(Music) and other courses coming under

### Faculty of Arts

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

|   |                         |
|---|-------------------------|
| <b>Part 1 -Work Book – RESONANCE -I</b>   | <b>Total:52/60 hrs.</b> |
| <b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>  | <b>10 hrs.</b>          |
| <b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)  | 3hrs                    |
| <b>Chapter 2:</b> Picture reading, Caption Writing and Referencing Skills   | 3hrs                    |
| <b>Chapter 3:</b> Listening vs. Hearing, Types of listening   | 2hrs                    |
| <b>Chapter 4:</b> Listening Activities (could be through reading aloud in class or prerecorded inputs)                                | 2hrs                    |
| <b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>  | <b>21 hrs.</b>          |
| <b>Chapter 5:</b> Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 8hrs                    |
| <b>Chapter 6:</b> Giving instructions to do a task and to use a device  | 4hrs                    |
| <b>Chapter 7:</b> Question Forms, Question Tags.  | 3hrs                    |
| <b>Chapter 8:</b> Kinds of Sentences, Punctuation   | 6hrs                    |
| <b>Part 2 – Course Book –RESONANCE-1</b>  | <b>21hrs</b>            |
| <b>Chapter 9: Vachanas -Akkamahadevi and Satyakka</b>   | 3hrs                    |
| <b>Chapter 10: Nine Gold Medals - David Roth</b>  | 4hrs                    |
| <b>Chapter 11: A White Heron - Sarah Orne Jewett</b>  | 3hrs                    |
| <b>Chapter 12: The Last Song -Temsula Ao</b>  | 4hrs                    |
| <b>Chapter 13: Bholi - K.A. Abbas</b>   | 3hrs                    |
| <b>Chapter 14: Swami Vivekananda's Speech Of 1893, Chicago</b>  | 4hrs                    |

## Syllabus for II Semester B.A./B.S.W./ B.A.(Music) and other courses coming under Faculty of Arts

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

|  |                        |
|--|------------------------|
| <b>PART 1-WORK BOOK- <i>RESONANCE-II</i></b>   | <b>Total:52/60 hrs</b> |
| <b>UNIT I: Receptive Skills: Reading Skills and Listening Skills</b>   | <b>16hrs</b>           |
| <b>Chapter 1:</b> Reading Skills – Types of Comprehension, Global, Factual and Inferential<br>Read the passage, Identify the theme and suggest a title | 5hrs                   |
| <b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.                                  | 6hrs                   |
| <b>Chapter 3:</b> Cloze Test<br>(Articles, Preposition, Linkers, Verbs, Adverbs)   | 3hrs                   |
| <b>Chapter 4:</b> Tenses   | 2hrs                   |
| <b>UNIT II: Productive Skills: Speaking and Writing Skills</b>   | <b>15hrs</b>           |
| <b>Chapter 5:</b> Reported speech.   | 4hrs                   |
| <b>Chapter 6:</b> Dialogue writing.  | 2hrs                   |
| <b>Chapter 7:</b> Verbal, non-verbal and Visual Communication.   | 2hrs                   |
| <b>Chapter 8:</b> Story writing – Outline expansion  | 3hrs                   |
| <b>Chapter 9:</b> Public Speaking - Writing welcome speech, vote of thanks.  | 4hrs                   |
| <b>Part 2 – Course Book –<i>RESONANCE-II</i></b>   | <b>21hrs</b>           |
| <b>Chapter 10:</b> <i>Shut Down the Shop</i> - K. S. Nissar Ahmed  | 4hrs                   |
| <b>Chapter 11:</b> <i>A Face in The Dark</i> - Ruskin Bond   | 3hrs                   |
| <b>Chapter 12:</b> <i>Give All to Love</i> - Ralph Waldo Emerson   | 3hrs                   |
| <b>Chapter 13:</b> <i>The Cold Within</i> - James Patrick Kinney   | 4hrs                   |
| <b>Chapter 14:</b> <i>Mrs. Dutta Writes A Letter</i> - Chitra B. Divakaruni  | 3hrs                   |
| <b>Chapter 15:</b> <i>The Fly</i> - Katherine Mansfield  | 4hrs                   |

## Syllabus for I Semester B.Sc / BCA and other courses coming under the

### Faculty of Science

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>PART I-WORK BOOK- IMPRINTS-I</b>   | <b>Total<br/>52/60hrs</b> |
|---|---------------------------|
| <b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>  | <b>13hrs</b>              |
| <b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)  | 3hrs                      |
| <b>Chapter 2:</b> Data Interpretation – Bar Graph, Pie Chart, Tree Diagram  | 4hrs                      |
| <b>Chapter 3:</b> Listening vs. hearing<br>Types of Listening   | 3hrs                      |
| <b>Chapter 4:</b> Listening Activities - listening to pre-recorded audios on interviews and conversations.<br>(Classroom Participation Activity)    | 3hrs                      |
| <b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>  | <b>21hrs</b>              |
| <b>Chapter 5:</b> Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission. | 8hrs                      |
| <b>Chapter 6:</b> Giving instructions to do a task and to use a device, Giving Directions   | 6hrs                      |
| <b>Chapter 7:</b> Question Forms, Question Tags.  | 3hrs                      |
| <b>Chapter 8:</b> Subject -Verb Agreement, Derivatives  | 4hrs                      |
| <b>Part 2 – Course Book –IMPRINTS -I</b>  | <b>18hrs</b>              |
| <b>Chapter 9:</b> <i>When Free Speech is Truly Free</i> - Sundar Sarukkai   | 3hrs                      |
| <b>Chapter 10:</b> <i>Democracy</i> : Langston Hughes   | 3hrs                      |
| <b>Chapter 11:</b> <i>Farewell Address at Chicago</i> - Barack Obama  | 3hrs                      |
| <b>Chapter 12:</b> <i>The Unknown Citizen</i> - W. H. Auden   | 3hrs                      |
| <b>Chapter 13:</b> <i>The Golden Dream</i> - Poorna Chandra Tejaswi   | 3hrs                      |
| <b>Chapter 14:</b> <i>From a German War Primer</i> - Bertolt Brecht   | 3hrs                      |



## Syllabus for II Semester B.Sc / BCA and other courses under the

### Faculty of Science

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>PART I-WORK BOOK – IMPRINTS – II</b>  | <b>Total<br/>52/60hrs</b> |
|--|---------------------------|
| <b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>   | <b>16hrs</b>              |
| <b>Chapter 1:</b> Reading Skills - Types of Comprehension, Global, Factual and Inferential<br>Read the passage, Identify the theme and suggest a title | 5hrs                      |
| <b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.                                  | 6hrs                      |
| <b>Chapter 3:</b> Cloze Test<br>(Articles, Preposition, Linkers, Verbs, Adverbs)   | 3hrs                      |
| <b>Chapter 4:</b> Listening Skills – types of Listening  | 2hrs                      |
| <b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>   | <b>15hrs</b>              |
| <b>Chapter 5:</b> Reported speech.   | 4hrs                      |
| <b>Chapter 6:</b> Dialogue writing.  | 2hrs                      |
| <b>Chapter 7:</b> Verbal and non-verbal communication.   | 2hrs                      |
| <b>Chapter 8:</b> Introduction to Science writings.  | 3hrs                      |
| <b>Chapter 9:</b> Introducing the Guest, Welcome speech, Vote of thanks.   | 4hrs                      |
| <b>Part 2 – Course Book – IMPRINTS -II</b>   | <b>21hrs</b>              |
| <b>Chapter 10:</b> <i>Britain Does Owe Reparations</i> - Dr. Shashi Tharoor  | 4hrs                      |
| <b>Chapter 11:</b> <i>Celebrity</i> - Brad Paisley   | 3hrs                      |
| <b>Chapter 12:</b> <i>A Question of English</i> - Ramachandra Guha   | 4hrs                      |
| <b>Chapter 13:</b> <i>Except Richer</i> - Ogden Nash   | 3hrs                      |
| <b>Chapter 14:</b> <i>A Midsummer Night's Dream</i> - William Shakespeare Excerpts   | 4hrs                      |
| <b>Chapter 15:</b> <i>Hayavadana</i> -An Excerpt - Girish Karnad   | 3hrs                      |

**Syllabus for I Semester B. Com / B.B.A and other courses coming under the  
Faculty of Commerce and Management**

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE<br/>(AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>PART I-WORK BOOK – INSIGHTS I</b>  | <b>Total<br/>52/60 hrs</b> |
|---|----------------------------|
| <b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>  | <b>13hrs</b>               |
| <b>Chapter 1:</b> Comprehension passages (Skimming and Scanning)  | 3hrs                       |
| <b>Chapter 2:</b> Interpretation Skills - Bar Graphs, Flow Charts, Mind Map, Pie Chart  | 4hrs                       |
| <b>Chapter 3:</b> Listening vs. hearing<br>Types of Listening   | 3hrs                       |
| <b>Chapter 4:</b> Listening Skills - Job interviews and Conversations (Audios and Videos)   | 3hrs                       |
| <b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>  | <b>21 hrs</b>              |
| <b>Chapter 5:</b> Introducing oneself, Introducing others, Making Requests, Offering help, Congratulating, Making Enquiries and Seeking permission. | 8hrs                       |
| <b>Chapter 6:</b> Giving instructions to do a task and to use a device, Giving Directions   | 6hrs                       |
| <b>Chapter 7:</b> Question Forms, Question Tags.  | 3hrs                       |
| <b>Chapter 8:</b> Subject -Verb Agreement, Derivatives  | 4hrs                       |
| <b>PART I-WORK BOOK – INSIGHTS I</b>  | <b>18 hrs</b>              |
| <b>Chapter 9:</b> <i>Acceptance</i> Bhaswar Mukherjee   | 4hrs                       |
| <b>Chapter 10:</b> <i>Sonnet 106</i> William Shakespeare  | 3hrs                       |
| <b>Chapter 11:</b> <i>Marriage is a Private Affair</i> Chinua Achebe  | 4hrs                       |
| <b>Chapter 12:</b> <i>On Buying and Selling</i> Khalil Gibran   | 2hrs                       |
| <b>Chapter 13:</b> <i>Towards a Competitive Nation</i> A.P.J. Abdul Kalam   | 3hrs                       |
| <b>Chapter 14:</b> <i>Freedom and Choice</i> N. Krishnaswamy -  | 2hrs                       |

## Syllabus for II Semester B. Com / B.B.A and other courses under the Faculty of Commerce and Management

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH</b> |                                      |
| <b>Total Contact Hours: 52/60</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>Part 1- Work Book – <i>INSIGHTS II</i></b>   | <b>Total<br/>52/60hrs</b> |
|---|---------------------------|
| <b>Unit 1: Receptive Skills: Reading Skills and Listening Skills</b>  | <b>16hrs</b>              |
| <b>Chapter 1:</b> Reading Skills - Types of Comprehension, Global, Factual and Data Compilation<br>Read the passage, Identify the theme and suggest a title | 5hrs                      |
| <b>Chapter 2:</b> Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonym, homophones and collocations.                                       | 6hrs                      |
| <b>Chapter 3:</b> Correction of Sentences   | 3hrs                      |
| <b>Chapter 4:</b> Listening Activities - listening to pre-recorded audios on interviews and conversations.<br>(Classroom Participation Activity)            | 2hrs                      |
| <b>Unit 2: Productive Skills: Speaking Skills and Writing Skills</b>  | <b>15hrs</b>              |
| <b>Chapter 5:</b> Reported speech.  | 4hrs                      |
| <b>Chapter 6:</b> Dialogue writing.   | 2hrs                      |
| <b>Chapter 7:</b> Verbal and non-verbal communication.  | 2hrs                      |
| <b>Chapter 8:</b> Active and Passive – Paragraphs.  | 3hrs                      |
| <b>Chapter 9:</b> Introducing Guests, Welcome speech, Vote of thanks.   | 4hrs                      |
| <b>Part 2 – Course Book – <i>INSIGHTS-II</i></b>  | <b>21hrs</b>              |
| <b>Chapter 10:</b> <i>Freedom</i> Rabindranath Tagore   | 3hrs                      |
| <b>Chapter 11:</b> <i>A Cut above</i> Meena Bindra  | 4hrs                      |
| <b>Chapter 12:</b> <i>Charlie Chaplin Extract from Autobiography</i>  | 4hrs                      |
| <b>Chapter 13:</b> <i>Endymion</i> John Keats   | 3hrs                      |
| <b>Chapter 14:</b> <i>The Happy Prince</i> Oscar Wilde  | 4hrs                      |
| <b>Chapter 15:</b> <i>The Sunderbans</i> Susil Mandal   | 3hrs                      |

**Question Paper Pattern**  
**B.A./BSc/BCom**  
**I and II Semester**

**Time: 3 hrs**

**Marks :60**

**SECTION- A**

**(WORK BOOK- 40 marks)**

**SECTION-B**

**(COURSE BOOK - 20 marks)**

(Questions to be set on both prose and poetry)

- |  |         |
|--|---------|
| I. Answer in two or three sentences (5 questions out of 7)             | 5X1=5   |
| II. Answer in about 80 to 100 words /a page each (1 question out of 4) | 1X5=5   |
| II. Answer in about 2 pages (1 out of 3)                               | 1X10=10 |

**DISCIPLINE CORE (DSC)**  
**B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES**  
**PROGRAMME**

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021-22

**Programme Outcomes:**

At the end of the B.A in English (Hons) programme, the learners would

1. Be exposed to and would demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

## ENGLISH (BASIC/ HONS.) SEMESTER I

### COURSE –I -DSC- PAPER A1

#### Title of the Course -- Introduction to Literature

| CONTENT OF THE COURSE                                    |   | 39/42hrs     |
|--|---|--------------|
| <b>UNIT-I: Introduction to Literature</b>                |   | <b>13/14</b> |
| Chapter No. 1  | Defining Literature- Introduction to History of English Literature and Society, Literature and Life, Literature and Science.<br><i>Essay - What is literature? – by Terry Eagleton.</i>   | 13 hrs       |
| <b>UNIT II: Literary Forms</b>                           |   | <b>13/14</b> |
| Chapter No.2   | <b>Poetry:</b> Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue<br><br><b>Prose:</b> Novel, Novella, Short Story, Essay, Biography, Autobiography<br><br><b>Drama:</b> Comedy, Tragedy, Tragic-comedy, One-act-play, epic play  | 6 hrs        |
| Chapter No.3   | <b>Poetry:</b><br><i>CLOUD</i> by PB Shelley<br><i>SONNET 132</i> by William Shakespeare  | 4hrs         |
| Chapter No. 4  | <b>Prose:</b><br><b>THE VERGER</b> by Somerset Maugham  | 3 hrs        |
| <b>UNIT III: Literary Terms &amp;Figurative Language</b> |   | <b>13/14</b> |
| Chapter No. 5  | Couplet, Heroic Couplet, Allegory, Assonance, Blank Verse, Rhythm, Consonance, Irony, Metre, Rhetorical Question, Refrain, Aside, Monologue, Soliloquy, Meta-fiction, Plot, Character, Setting, Narrative technique, Farce, Satire, Prologue, Epilogue. Art for Art's sake, Expressionism, Narratology. | 5hrs         |
| Chapter No.6   | Neo-Classicism, Metaphysical Conceits, Romanticism, Modernism, Post Modernism, Feminism<br>Reference: Peter Berry   | 4 hrs        |
| Chapter No. 7  | Simile, Metaphor, Personification, Hyperbole, Allusion, Onomatopoeia, Alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement<br>Paradox, Allusion.  | 4 hrs        |

## SEMESTER I

### COURSE –II -DSC PAPER 2

#### Title of the Course: Indian Writing in English Part I

| CONTENT OF THE COURSE   |   | 39/42hrs                |
|---|---|-------------------------|
| <b>Unit –I History of Indian English Literature</b>           |   | <b>13/14</b>            |
| Chapter No. 1   | The Nature and Scope of Indian English Literature:<br>Debate/charges against Indian English Literature<br>(Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, Sahitya Akademi. 1980)   | 13 hrs                  |
| <b>Unit – II -Authors of Pre-Independence India</b>           |   | <b>6/07</b>             |
| Chapter No. 2   | Introducing authors from the pre-independence era -<br>Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, Krupabai Sathianadhan, Sarojini Naidu, Cornelia Sorabji. | 6 hrs                   |
| <b>Unit – III- Pre-Independence-Indian English Literature</b> |   | <b>21/22</b>            |
| Chapter No. 3   | <b>Novel- <i>The Financial Expert</i> - R K Narayan</b>   | 8 hrs                   |
| Chapter No. 4   | <b>Poetry</b><br>1) <i>To a Buddha Seated on a Lotus</i> - Sarojini Naidu<br>2) <i>Love Came to Flora Asking for a Flower</i> - Toru Dutt<br>3) <i>To India-My Native Land</i> -Henry Derozio   | 2 hrs<br>2 hrs<br>2 hrs |
| Chapter No.5  | <b>One Act Play: Chitra</b> by Rabindranath Tagore  | 7 hrs                   |
| Chapter No. 6   | Select <b>any one movie</b> which represents Pre-Independent Indian scenario-<br><i>Thayi Saheba</i> – 1997 directed by Girish KAsaravalli<br><i>Lagaan</i> - 2001 - directed by Aushutosh Govariker<br>Activity for Formative Assessment   |                         |

**SEMESTER II**  
**COURSE –III -DSC PAPER A3**  
**Title of the Course: Introduction to Phonetics and Linguistics**

|   |                                      |
|---|--------------------------------------|
| <b>Course Title-- Introduction to Phonetics and Linguistics</b> |                                      |
| <b>Total Contact Hours:39/42</b>                                | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>                           | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>                           | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>CONTENT OF THE COURSE</b>                              |  | <b>Hours</b> |
|---|--|--------------|
| <b>Unit –1</b>  | <b>Introduction to Phonetics and Linguistics</b>   | <b>13/14</b> |
| Chapter No. 1   | Language- its nature, definitions, characteristic features   |              |
| Chapter No. 2   | Linguistics – Definitions, Scope   |              |
| Chapter No. 3   | Branches of Linguistics  |              |
| <b>Unit - 2 Phonetics and Phonology:</b>                  |  | <b>13/14</b> |
| Chapter No. 4   | Speech Mechanism, Organs of Speech,  |              |
| Chapter No.5  | Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants  |              |
| Chapter No. 6.  | Transcription of words, Word stress, Phonemics-phone, allophone- phoneme   |              |
| <b>Unit – 3 Morphology, Syntax, Semantics and Lexicon</b> |  | <b>13/14</b> |
| Chapter No. 7   | Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme |              |
| Chapter No. 8.  | Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses  |              |
| Chapter No. 9.  | Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes                                     |              |

**Textbooks**

1. Sethi,J. Dhamija.P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi ,2005.
- 2.Balasubramanian.T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
- 3.Yule, George. *The Study of Language*, Cambridge, Cambridge University Press,2010.
- 4.Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London,2003.
- 5.Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
- 6.Fromkin, V . Rodman, R ,Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning,2007.
7. Rocca, I., and W. Johnson. *A Course in Phonology*.Oxford: Blackwell, 1999.



**SEMESTER II**  
**COURSE –IV -DSC- PAPER A4**  
**Title of the Course: Indian Writing in English –Part II**

|  |                                      |
|--|--------------------------------------|
| <b>Course Title-- Indian Writing in English –Part II (Post-Independence)</b> |                                      |
| <b>Total Contact Hours: 39/42</b>  | <b>Course Credits: 3</b>             |
| <b>Formative Assessment Marks: 40</b>  | <b>Internal Assessment</b>           |
| <b>Summative Assessment Marks: 60</b>  | <b>Duration of ESA/Exam: 3 hours</b> |

| <b>CONTENT OF THE COURSE</b>  |  | <b>39/42Hrs</b> |
|---|--|-----------------|
| <b>Unit-I Indian English Literature (Post Independence Period)</b>                              |  | 13/14           |
| Chapter No.1  | <b>Journalistic Writing - <i>I Write as I feel</i>-K.A.Abbas</b>   |                 |
| Chapter No. 2   | <b>Memoir-</b><br><i>Fifty Fragments of the Inner Self- Amrita Pritam</i>  |                 |
| Chapter No. 3   | <b>Autobiography-</b><br><i>The Race of My Life: An Autobiography- Milkha Singh</i>  |                 |
| <b>Unit – 2 Introducing writers of the post-independence era:</b>                               |  | 6/7             |
| Chapter No. 4   | Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, Anita Desai, Manju Kapur, ArvindAdiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote |                 |
| <b>Unit –3 -Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays</b> |  | 21/22           |
| Chapter No. 5   | <b>Poetry-</b><br><i>Who Are You?</i> - U.R. Ananthamurthy<br><i>Mother</i> - P. Lankesh<br><i>Footage for a Trance</i> -Ranjit Hoskote<br><i>Words</i> --Kamala Das<br><i>Celebration</i> - Anuradha Bhattacharyya  |                 |
| Chapter No. 6   | <b>Novel</b> -Malik Sajad- <i>Munnu- A Boy From Kashmir</i><br><b>Short Story</b> - <i>The Adivasi Will Not Dance</i> - Hansda Sowvendra Shekhar   |                 |
| Chapter No. 7   | <b>Drama</b><br><i>Kanyadaan</i> -Vijay Tendulkar  |                 |
| Chapter No. 8   | <b>Essay</b> - AP J Abdul Kalam- <i>The Wings of Fire</i> - excerpt  |                 |
| Chapter No. 9   | <b>Film Review</b> - Post-Independent Indian scenario<br><i>Rang De Basanti</i> – 2006- directed by Rakeysh Omprakash Mehra<br><i>Gulabi Talkies</i> - Girish Kasaravalli  |                 |

**Pattern of assessment for Courses in Semester I and Semester II**  
**ASSESSMENT BREAK-UP (60 +40 =100)**

|  |  |                  |
|--|--|------------------|
| <b>Summative Assessment<br/>(Semester Exam)</b>                        | <b>Theory</b>                                      | <b>60 marks</b>  |
| <b>Formative<br/>Assessment<br/>(Internal Assessment)</b>              | Internal Assessment First Test                     | 10 marks         |
|  | Internal Assessment Second Test                    | 10 marks         |
|  | Seminar / Presentations/<br>Group Discussions      | 10 marks         |
|  | Debates / Recitation/ Role<br>Play/ Project Report | 10 marks         |
| Survey/Report writing/Case<br>study/ Book or Art review/<br>Interviews | <b>Total Internal Assessment<br/>Marks</b>         | <b>40 marks</b>  |
|  | <b>Total marks</b>                                 | <b>100 marks</b> |

Work book should be maintained by the Students for Internal Assessment and all exercises should be done and submitted to the Teacher for award of Internal Marks. All the records pertaining to the formative assessment activities will have to be maintained in the respective departments.

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**FIRST SEMESTER-COURSE I**  
**DSC – Paper A1 - Introduction to Literature**

**Time:3 hours**

**Max.Marks:60**

**Instructions: Answer all the questions**

**Section A-Introduction to Literature**

1. Answer **any one** of the following: **(1X10 =10)**

(Three questions from Introduction to Literature)

**Section B-Poetry**

II. Answer **any one** of the following **(1X05=05)**

(Two questions from poems)

III. Identify the form of the following poetry and write its features **(2X05=10)**

**Section C-Drama**

IV. Write short notes on **any one** of the following **(1X05=05)**

V. Write an essay on **any one** of the following. **(1X10 =10)**

**Section D-Novel, Short Story**

VI. Write short notes on **any one** of the following **(1X05=5)**

(Two questions on short stories)

VII. Write an essay on **any one** of the following. **(1X10 =10)**

(Two questions on the novel)

**Section E- Literary Terms and Figurative Language**

VIII. Answer **any five** of the following **(5X01=5)**

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**FIRST SEMESTER -COURSE II**  
**DSC -PAPER A2 -Indian Writing in English Part I**

**Time:3 hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**Section A**

**I. Write short notes on any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

**Section B-Poetry**

**II. Annotate any two of the following. (2x5=10)**

**III. Write short notes on any one of the following (1x5=5)**

**Section C-Short story**

**IV. Write short notes on any two of the following. (2x5=10)**

**Section D-Novel**

**V. Answer any one of the following. (1x10=10)**

**Section E-Drama**

**VI. Answer any one of the following. (1x10=10)**

**Section F-Movie**

**VII. Write short notes on any two of the following. (2x5=10)**

(Three Questions from the select movie)

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**SECOND SEMESTER-COURSE III**  
**DSC – PAPER A3 -Introduction to Phonetics and Linguistics**

- I. Answer the following questions in about one or two sentences. (5X1=5)  
(Seven questions will be given from Chapter 1)
- II. Answer **any one** of the following questions in about 200 words. (1X5=5)  
(Four questions will be given from chapter 1,2,4&5)
- III. Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. (5X1=5)
- IV. From the words given below identify the ones that have a CCVCC structure. (5X1=5)
- V. From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. (5X1=5)
- VI. Indicate the syllable division in the following words. (5X1=5)
- VII. Identify the syllable stress in the following words. (5X1=5)
- VIII. Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. (5X1=5)
- IX. Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. (5X1=5)
- X. From the passage given before identify words containing/ending/beginning the following phonetic sounds. (5X1=5)
- XI Write a complete phonetic transcription for the passage given below. (10X1=10)

**BANGALORE CITY UNIVERSITY**  
**UG ENGLISH (AS PER NEP-2020)**  
**Question pattern for B.A in English (Hons)**  
**SECOND SEMESTER- COURSE IV**  
**DSC – PAPER A4 -Indian Writing in English –Part II**

**Time:3 hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**Section A**

**I. Write short notes on any two of the following. (2x5=10)**

(Four Questions from Unit I and II)

**Section B-Poetry**

**II. Annotate any two of the following. (2x5=10)**

**Section C-Short story**

**III. Write short notes on any two of the following. (2x5=10)**

**Section D-Novel**

**IV. Answer any one of the following. (1x10=10)**

**Section E-Drama**

**V. Answer any one of the following. (1x10=10)**

**Section F-Essay**

**VI. Write short notes on any one of the following. (1x5=5)**

**Section G-Movie**

**VII. Write short notes on any one of the following. (1x5=5)**

(Three Questions from the select movie)

**B.A IN ENGLISH: SYLLABUS FOR  
DISCIPLINE ELECTIVE (DSE) / OPEN ELECTIVES (OE)  
1, 2, 3, & 4.  
OPEN ELECTIVE: SYLLABUS  
English – Open Elective -1  
FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS  
60 marks paper for 3 hours duration and 40 marks for Internal Assessment  
Syllabus for 3 Credits  
Teaching Hours: 3 Hours per Week**

**Section I: Functional English Grammar**

1. Grammar of Spoken and Written English
2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C)
3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses
5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses

**Section II: Writing Skills**

1. Writing as a Skill – Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph
2. Functional Uses of Writing: Personal, Academic and Business
3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft
4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

**Section III: Reading Skills**

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
5. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

**Mode of Examination:**

**Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)**

**Question Paper Pattern**

|   |                 |
|---|-----------------|
| 1. Very Short Answer Questions on all sections          | 10x2 =20 Marks  |
| 2. Three Short Notes on all sections                    | 3x 5 = 15 Marks |
| 3. Cloze Test   | 10x1= 10 Marks  |
| 4. Short Questions on dialogue and expansion of an idea | 1x5 = 5 Marks   |
| 5. One Essay Type Question                              | 1x10= 10 Marks  |

**Suggested Reading:**

1. Geoffrey Leech and Svartik. *Communicative Grammar of English*, Pearson
2. Geoffrey Leech. *English Grammar for Today*, Palgrave
3. Prasad P. *The Functional Aspects of Communicative Skills*.
4. Leena Sen. *Communication Skills*, Princeton Hall
5. Vandana Singh. *The Written Word*, OUP



**English – Open Elective -2**  
**SPOKEN ENGLISH FOR CORPORATE JOBS**

**60 marks paper for 3 hours duration and 40 marks for Internal Assessment**

**39/42 hrs Syllabus for 3 Credits**

**Teaching Hours: 3 Hours per Week**

**Course and Skill Outcome:**

1. This paper teaches students the skills in the front desk management.
2. It introduces them to business English.

**Section I:** English for Front Desk Management 1. Greeting, Welcoming 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

**Section II:** Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading words 3. Intonation and Voice Modulation 4. Developing Vocabulary

**Section III:** Business Speeches 1. Principles of Effective Speech and Presentations 2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech 3. Use of Audio-Visual Aids in Presentations

**Section IV:** Cross-Cultural Communication 1. Dealing with Language Differences 2. Probing Questions to get information 3. Etiquette in Cross-cultural Communication

**Suggested Readings:**

1. *More effective communication* – J V Vilanilam, Sage Publication Pvt Ltd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house – Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House – Mumbai.
5. *Business Communication* – Lesikar & Pettit – AITBS – Publishers Delhi
6. *Business Communication Today* – Sushil Bahl – Response Books, Sage Publication, N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N. Delhi.
8. *Business Communication-* Pradhan Bhende & thankur Himalaya Publishing House – Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha Krishnaswamy and others – Bloomsbury, New Delhi, 2015
10. *Developing Communication Skills* – Krishna Mohan and Banarji.

**Question Paper Pattern:**

- |                                |         |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20  |
| 3. Essay type questions        | 2x10=20 |

**English Open Elective -3**  
**SPEAKING AND LISTENING SKILLS**  
**[Teaching Hours: Lecture 3Hours -Credit 3]**

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

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**1. Section I: Introduction to Phonetics**

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

**2. Section II: Speaking Skills**

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.

**3. Section III: Listening Skills**

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

**4. Section IV: Presentation Skills**

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks

### **Question Paper Pattern**

- |  |                 |
|--|-----------------|
| 1. Very Short Answer Questions on all sections | 10x2 =20 Marks  |
| 2. Four Short Notes on all sections            | 4x 5 = 20 Marks |
| 3. One Question on Presentation of Speeches    | 1x10 = 10 Marks |
| 4. One Essay Type Question                     | 1x10= 10 Marks  |

### **SUGGESTED READING**

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

**English Open Elective -4**  
**TRANSLATION THEORY AND PRACTICE**  
**[Teaching Hours: Lecture 3 Hours -Credit 3]**

(60 marks paper of Three Hours+ 40 Marks for Internal Assessment)

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**Course and Skill Outcome**

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

**Syllabus**

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

**Question Paper Pattern**

1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation, translation theory 2x5=10
4. Translation of short passages 4x5=20  
Translation passage from English to Kannada or Translation passage from Kannada to English (One out of two) 1X10=10

**DISCIPLINE CORE (DSC) -B.A IN COMMUNICATIVE ENGLISH  
(BASIC/HONS) AND OPEN ELECTIVE (OE)**

| <b>Course</b> | <b>Paper</b>   | <b>Credit</b>      | <b>No. of Teaching Hours/Week</b> | <b>Total Marks/ Assessment</b> |
|---------------|--|--------------------|-----------------------------------|--------------------------------|
|               |  | <b>Semester I</b>  |                                   |                                |
| <b>DSC 1</b>  | A1<br>Basics of Communication and Functional Grammar | 4                  | 4                                 | 60+40                          |
|               | Practicals   | 2                  | 2                                 | 30+20                          |
| <b>OE 1</b>   | Corporate Communication                              | 3                  | 3                                 | 60+40                          |
|               |  | <b>Semester II</b> |                                   |                                |
| <b>DSC 2</b>  | A2<br>Phonetics and LSRW Skills                      | 4                  | 4                                 | 60+40                          |
|               | Practicals   | 2                  | 2                                 | 30+20                          |
| <b>OE 2</b>   | Travel Writing                                       | 3                  | 3                                 | 60+40                          |

## Discipline Core- Communicative English Semester 1

|  |  |
|--|--|
| Course Title: Basics of Communication and Functional Grammar |  |
| Total Contact Hours:<br>52/56 Theory<br>52/56 Practicals     | Course Credits:<br>4 Theory<br>2 Practicals                      |
| Formative Assessment Marks: 30 Theory<br>20 Practicals       | Duration of ESA/Exam:<br>3 Hours Theory<br>2 Hours<br>Practicals |
| Model Syllabus Authors:                                      | Summative Assessment Marks:<br>60 Theory<br>40 Practical         |

### Course Outcomes:

**By the end of the programme the student would be able to**

1. Identify and understand the different parts of speech in English.
2. Develop competence in English
3. Identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses and have an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

**Discipline Core-B.A**  
**Communicative English - Semester 1 - DSC**

**Title of the Course: Basics of Communication and Functional Grammar**

| <b>Number of Theory Credits</b>   | <b>Number of lecture hours/ semester</b> | <b>Number of practical Credits</b> | <b>Number of practical hours/ Semester</b> |
|---|--|------------------------------------|--|
| <b>4</b>  | <b>52 or 56</b>                          | <b>2</b>                           | <b>52 or 56</b>                            |
| <b>Content of Theory Course 1</b>   |  |                                    | <b>52/56Hrs</b>                            |
| <b>Unit – 1</b>   |  |                                    | <b>13/14</b>                               |
| <b>Module 1</b><br>Parts of Speech<br>Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections<br>Articles (Every component to be done in detail)   |  |                                    |  |
| <b>Module 2</b><br>Verbs<br>Auxiliary- Modals- Finite- Non-finite   |  |                                    |  |
| <b>Module 3</b><br>Tenses   |  |                                    |  |
| <b>Unit – 2</b>   |  |                                    | <b>13/14</b>                               |
| <b>Module 4</b><br><b>Sentences</b><br>Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences<br>Jumbled sentences- Jumbled paragraphs |  |                                    |  |
| <b>Module 5</b><br>Concord<br>Rules of Subject Verb Agreement   |  |                                    |  |
| <b>Module 6</b><br>Common Errors by Non- Native Speakers  |  |                                    |  |
| <b>Unit – 3</b>   |  |                                    | <b>13/14</b>                               |
| <b>Module 7</b><br>Active and Passive Voice<br>Direct and Indirect Speech   |  |                                    |  |
| <b>Module 8</b><br>Question Forms- Wh-, Yes/No, Question Tags   |  |                                    |  |
| <b>Module 9</b><br>Punctuation  |  |                                    |  |

## Unit – 4

### Module 10

Introduction to Communication

Definition – meaning – communication process -importance of communication - seven Cs of communication

### Module 11

Types of Communication

Formal and informal – Verbal and non-verbal - Oral and written communication- Visual communication- Body language - Sign language -Para language, Intrapersonal and interpersonal communication- Barriers to communication - Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload - Overcoming communication barriers

### Module 12

Situational Communication

- Greeting and Introduction
- Enquiry
- Seeking/Granting/Refusing Permission
- Asking and Giving Directions
- Accepting and Declining Invitations
- Making/Responding to Complaints
- Congratulating
- Sympathizing
- Persuasion

### Text Books:

*Communicative English* – E. Suresh Kumar and P. Sree Hari, Orient Black Swan

*Intermediate English Grammar*- Raymond Murphy, Cambridge University Press

### References:

*A Practical English Grammar* – A.J. Thomson, A.V. Martinet, Oxford University Press

*A Remedial English Grammar*, F.T. Woods

*Advanced Grammar in Use*- Martin Hewings, Cambridge University Press

*Basic English Usage*- Michael Swan, OUP

*Business Communication*- PD Chaturvedi and Mukesh Chaturvedi, Pearson

*Communication Skills* - Sanjay Kumar, Pushpa Lata

*Essentials of Communication Skill and Skill Enhancement*- By John O. Greene

*Grammar Practice Activities*- Penny Ur

*Oxford Pocket Basic English Use*- Michael Swan, OUP

*Oxford Practice Grammar* – John Eastwood, Oxford University

*Press Practical English Usage*- Michael Swan, OUP

*The Four Skills for Communication* –Josh Sreedharan, Foundation Books

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC



**DISCIPLINE CORE B.A  
COMMUNICATIVE ENGLISH  
SEMESTER II-DSC II**

**Discipline Core-B.A in Communicative English--Semester II-DSC II**

|  |   |
|--|---|
| <b>Course Title: Phonetics and LSRW Skills</b>           |   |
| Total Contact Hours:<br>52/56 Theory<br>52/56 Practicals | Course Credits:<br>4 Theory<br>2 Practicals                   |
| Formative Assessment Marks: 30 Theory<br>20 Practicals   | Duration of ESA/Exam:<br>3 Hours Theory<br>2 Hours Practicals |
| Model Syllabus   | Summative Assessment Marks:<br>60 Theory<br>40 Practical      |

| <b>Formative Assessment</b>                           |                           |
|---|---------------------------|
| <b>Assessment Occasion/ type</b>                      | <b>Weightage in Marks</b> |
| Presentation/Seminar                                  | 10                        |
| Assignment  | 10                        |
| Test and Attendance                                   | 10                        |
| Survey/Report writing/case study/ Book or Art review/ | 10                        |
| <b>Total</b>  | <b>30</b>                 |

**Practical Component:**

Record  
Adlib/Role Play  
Identifying errors from an audio clip  
Editing a passage with grammatical and spelling erro

**DISCIPLINE CORE B.A  
COMMUNICATIVE ENGLISH  
SEMESTER II-DSC II**

**Title of the Course: Phonetics and LSRW Skills**

| <b>Number of Theory Credits</b>   | <b>Number of lecture hours/semester</b>   | <b>Number of practical Credits</b> | <b>Number of practical hours/ Semester</b> |
|-----------------------------------|---|------------------------------------|--|
| <b>4</b>                          | <b>52 or 56</b>   | <b>2</b>                           | <b>52 or 56</b>                            |
| <b>Content of Theory Course 2</b> |   |                                    | <b>52/56Hrs</b>                            |
| <b>Unit - 1</b>                   |   |                                    | <b>13/14</b>                               |
| Module 1                          | Introduction<br>What is Phonetics?<br>Production of Speech Sounds<br>Air-stream mechanism<br>Organs of Speech<br>Articulatory System  |                                    |  |
| Module 2                          | Classification of Speech Sounds Consonants<br>Vowels –Pure Vowels and Diphthongs  |                                    |  |
| Module 3                          | Minimal Pairs   |                                    |  |
| Module 4                          | Syllable<br>Syllable Structure<br>Composition of the syllable<br>Consonant Cluster  |                                    |  |
| <b>Unit – 2</b>                   |   |                                    | <b>13/14</b>                               |
| Module 5                          | Stress<br>Word accent/stress<br>Sentence stress<br>Intonation   |                                    |  |
| Module 6                          | Native language influence on English<br>Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session |                                    |  |
| Module 7                          | Listening Skills  |                                    |  |

|  |              |
|--|--------------|
| <b>Unit – 3</b>  | <b>13/14</b> |
| Module 8<br>Reading Comprehension – Skimming and scanning, Identifying main ideas,<br>Drawing inferences<br>Paragraph Writing<br>Composition: Reflective, Descriptive, Narrative and Argumentative Module 9<br>Summarizing Expansion Writing Dialogue Writing<br><b>Unit – 4</b> | <b>13/14</b> |
| Module 10<br>Profile Writing and Resume Module 11<br>E mail Module 12<br>Vocabulary Synonyms Antonyms Homonyms Homophones<br>Commonly used Foreign Words in English Idioms and Phrases<br>Collocation  |              |

### **Text Books**

*A Course in Communication-* Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

*A Textbook of English Phonetics for Indian Students –* T. Balasubhramanian- Macmillan

### **References**

*An Outline of English Phonetics-* Daniel Jones

*Better English Pronunciation –* J.D. Connor – Cambridge University

Press Collins *Business Skills and Communication*

*English for Practical Purposes* by Patil, Valke, Thorat& Merchant- Macmillan

*English Phonetics and Phonology –* Peter Roach – Cambridge University

Press *English Pronouncing Dictionary-* Daniel Jon

*English Pronunciation in Use-* Martin Hewings- Cambridge University Press

*English Vocabulary in Use-* Felicity Odel

*IELTS Advantage Speaking and Listening Skills-* Jonathan Marks

*Pronunciation Practice Activities –* Martin Hewings – Cambridge University Press

Publications, *Vocabulary in Use*

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks  
MOOC

| <b>Formative Assessment</b>                                   |                           |
|---|---------------------------|
| <b>Assessment Occasion/ type</b>                              | <b>Weightage in Marks</b> |
| Presentation/Seminar  | 10                        |
| Assignment  | 10                        |
| Test and Attendance   | 10                        |
| Surveys/Report writing/<br>Interviews/ Book or Art<br>review/ |                           |
| <b>Total</b>  | <b>30</b>                 |

**Practical Component:**

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

# OPEN ELECTIVE I

## CORPORATE COMMUNICATION

### Syllabus for I Semester

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

#### **Programme Outcomes**

1. To formulate briefs and speeches
2. To write press releases
- 3, To handle media relations
- 4, To help in drafting communication strategies

#### **Syllabus**

##### **Module I**

Principles of Communication

##### **Module II**

The Art of Corporate communication

##### **Module III**

Kinds of Communication

##### **Module IV**

Communication Strategies

##### **Module V**

Business Letter Writing

##### **Module VI**

Communication related to Business meetings

##### **Module VII**

Media Relations

##### **Module VIII**

E-Mail Etiquette

##### **Module IX**

Presentation Skills

#### **Reference:**

*A Course in Communication-* Kirmani Dutt, Geetha Rajeevan and CLN Prakash-  
Foundation Books

*Corporate Communication: A Guide to Theory and Practice:* Joep P.Cornelissen

*Corporate Communication:* Paul Argenti

*English for Practical Purposes:* Patil, Valke, Thorat and Merchant- Macmillan

## OPEN ELECTIVE II

### TRAVEL WRITING

#### Syllabus for II Semester

##### Programme Outcomes

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

##### Syllabus

###### Module I

Introduction to Travel Writing

Definition

History of Travel writing

###### Module 2

Travel Writing Today

###### Module 3

Qualities of a Travel Writer

###### Module 4

Illustrations and Photographs

###### Module 5

Special Modules for travel writing

###### Module 6

Write a travelogue with inputs

Travel Blogs

##### Reference:

*Travel Writing and the Empire*:ed. Sachidananda Mohanty

*Cambridge Introduction to Travel Writing*, New York: Cambridge University, Gutkind, Lee.

*The Art of Creative Nonfiction Indian Travel Writing, 1830-1947*:

Pramod K. Nayar

*Literature, Travel and Colonial Writing*: Andrew Hadfield

*Nine Lives*: William Dalrymple

*The Routledge Companion to Travel Writing: Indian Travel Writing*: Shobhana Bhattacharji

Iyer, Pico, Why WE Travel. [http://www.salon.com/writer/pico\\_iyer/](http://www.salon.com/writer/pico_iyer/) Refer popular Travel Blogs

**Proposed Structure  
OPEN ELECTIVE  
I and II Semesters**

| <b>Course</b> | <b>Paper</b>            | <b>Credits</b>     | <b>No. of Teaching Hours/Week</b> | <b>Total Marks/Assessment</b> |
|---------------|-------------------------|--------------------|-----------------------------------|-------------------------------|
|               |                         | <b>Semester I</b>  |                                   |                               |
| <b>OE 1</b>   | Corporate Communication | 3                  | 3                                 | 60+40                         |
|               |                         | <b>Semester II</b> |                                   |                               |
| <b>OE 2</b>   | Travel Writing          | 3                  | 3                                 | 60+40                         |

## **Additional English Syllabus**

### **Contents**

- |                             |                    |
|-----------------------------|--------------------|
| 1. The Rogue                | Atulananda Goswamy |
| 2. The Unpalatable Offering | Vasudhendra        |
| 3. The Letter               | G G J Dhumketu     |
| 4. The Taxi Driver          | K S Duggal         |
| 5. Our Casuarina Tree       | Toru Dutt          |
| 6. Moonrise                 | Savithri Rajeevan  |

### **Language Component**

- |  |          |
|--|----------|
| 1. Paragraph Writing                     | 10 Marks |
| 2. Precis writing                        | 10 Marks |
| 3. Event Report                          | 10 Marks |
| 4. Expand a Proverb/ Idiom and Interpret | 10 Marks |

## **II Sem**

### **Contents**

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. The Jamun Tree               | Krishan Chander          |
| 2. Lalu                         | Saratchandra Chattopadhy |
| 3. Politics of Living           | Indraganti Janakibala    |
| 4. The Curse                    | Kabitha Sinha            |
| 5. The Carpenter and the Beggar | Bharathidasan            |
| 6. The Spear                    | Temsula Ao               |

### **Language Component**

- |   |          |
|---|----------|
| 1. Slogan Writing                         | 05 Marks |
| 2. Leaflet Writing                        | 10 Marks |
| 3. Presentation Slides                    | 10 Marks |
| 4. Correction of Sentences in a paragraph | 10 Marks |
| 5. Rearranging Jumbled Sentences          | 05 Marks |



**PROPOSED CURRICULUM FRAMEWORK FOR FOUR-YEAR  
UNDER GRADUATE PROGRAMME IN COMMUNICATIVE ENGLISH  
(Vocational)**

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| 3                    | Model Structure II C                                  | 8                  |
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| 5                    | Proposed Curriculum Structure for IIA                 | 10-13              |
| 6                    | Proposed Curriculum Structure for II C                | 14-17              |
| 7                    | Weightage of Assessment                               | 18                 |
| 8                    | Proposed Structure for DSC and OE I and II Semesters  | 19                 |
| 9                    | Proposed Syllabus for DSC- I Semester                 | 20-23              |
| 10                   | Proposed Syllabus for DSC- II Semester                | 24-27              |
| 11                   | Proposed Structure for OE for I and II Semesters      | 28                 |
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## **Preface**

*“Communication – the human connection – is the key to personal and career success.”*

*Paul J. Meyer*

Communication is vital to the existence of all living species. Communication has been an integral part of the human world. Humankind needs to communicate to express various needs, feelings and emotions. The organization of a society, country or world is based on communication. One cannot imagine a world without communication, the world that we live in or as we know cannot function without communication. Communication is as old as the creation of the world but with the rapid changes and progress made in the domains of business, science and technology, there is an increased importance for an effective communication system.

Communication is not limited to explicit language skills: listening, speaking, reading and writing but also to the understanding of implicit messages in a multicultural society that we live in today. In recent years the importance of professional communication has increased manifold due to the growing complexity in organizational structure and behavior.

English is spoken as a native language or second language by more than 1.5 billion people across the world. It has been observed that English has the ability to blur geographical boundaries. With the advent of globalization, establishment of multinationals, modernization of business practices, effective communication has acquired greater importance. Enhancing one's communication skills in English is the need of the hour and a prerequisite to meet the demands of the ever-changing world we live in.

The Communicative English course is a vocational program and has been designed to introduce students to various areas in communication and media and to strike a balance between theory, practicals and skills in Communication and Media program. The programme is a rigorous orientation aimed at equipping students with skills, knowledge, and attitude that enable them to aspire for roles in the field of communication and media. The students start by honing their speaking skills and improving their grammatical acumen to writing for the media, scripting and making documentaries/short films, creative writing, technical writing and translation. The course has been designed to equip students in the theoretical and practical aspects of language

for the different domains of media, creative writing and effective spoken and written communication that is required in business and technology. Students will get a feel of the actual work environment i.e on the job training experience by way of internships in either print/radio/television/cinema/ social media. The course covers a gamut of skills equipping the students for media, corporate, creative sectors and also for higher studies in the discipline.

This document is an annexure to the already submitted English curriculum.

**IIA. Model Program Structures for the Under-  
Bachelor of Arts (Basic/ Hons.)/ Bachelor of Science (Basic/ Hons.) in subjects with practical, with one major and  
one minor**

| Sem.  | Discipline Core (DSC) (Credits) (L+T+P)                        | Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)      | Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P) |                           | Skill Enhancement Courses (SEC)               |   |   | Total Credits |
|---|--|---|--|---------------------------|---|---|---|---------------|
|   |  |   |  |                           | Skill based (Credits) (L+T+P)                 | Value based (Credits) (L+T+P)               |   |               |
| I   | Discipline A1(4+2)<br>Discipline B1(4+2)                       | OE-1 (3)  | L1-1(3), L2-1(3)<br>(4 hrs each)   |                           | SEC-1: Digital Fluency (2) (1+0+2)            | Physical Education for fitness(1)(0+0+2)    | Health & Wellness (1) (0+0+2)           | 25            |
| II  | Discipline A2(4+2)<br>Discipline B2(4+2)                       | OE-2 (3)  | L1-2(3), L2-2(3)<br>(4 hrs each)   | Environmental Studies (2) |   | Physical Education - Yoga(1) (0+0+2)        | NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2) | 25            |
| Exit option with Certificate (50 credits)   |  |   |  |                           |   |   |   |               |
| III   | Discipline A3(4+2)<br>Discipline B3(4+2)                       | OE-3 (3)  | L1-3(3), L2-3(3)<br>(4 hrs each)   |                           | SEC-2: Artificial Intelligence (2)(1+0+2)     | Physical Education- Sports skills(1)(0+0+2) | NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2) | 25            |
| IV  | Discipline A4(4+2)<br>Discipline B4(4+2)                       | OE-4 (3)  | L1-4(3), L2-4(3)<br>(4 hrs each)   | Constitution of India (2) |   | Physical Education Games (1) (0+0+2)        | NCC/NSS/R&R(S&G) / Cultural (1) (0+0+2) | 25            |
| Exit option with Diploma (100 credits) OR Choose any one of the core subjects as Major and the other as Minor                     |  |   |  |                           |   |   |   |               |
| V   | Discipline A5(3+2)<br>Discipline A6(3+2)<br>Discipline B5(3+2) | Vocational-1 (3)  |  |                           | SEC-3: SEC such as Cyber Security (2) (1+0+2) |   |   | 20            |
| VI  | Discipline A7(3+2)<br>Discipline A8(3+2)<br>Discipline B6(3+2) | Vocational-2 (3)<br>Internship (2)                                    |  |                           | SEC-4: Professional Communication (2)         |   |   | 22            |
| Exit option with Bachelor of Arts, B.A./ Bachelor of Science, B.Sc. Basic Degree (142 credits) or continue studies with the Major |  |   |  |                           |   |   |   |               |
| VII   | Discipline A9(3+2)<br>Discipline A10(3+2)<br>Discipline A11(3) | Discipline A, E-1 (3)<br>Discipline A, E-2 (3)<br>Res.Methodology (3) |  |                           |   |   |   | 22            |
| VIII  | Discipline A12(3+2)<br>Discipline A13(3)<br>Discipline A14(3)  | Discipline A, E-3(3)<br>Research Project (6)*                         |  |                           |   |   |   | 20            |
| Award of Bachelor of Arts Honours, B.A. (Hons.)/ Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (184 credits)   |  |   |  |                           |   |   |   |               |

\*In lieu of the research Project, two additional elective papers/ Internship may be offered.

**II-C. Model Program Structures for the Bachelor of Arts (Basic/Hons.)/ Bachelor of Science (Basic/Hons.)  
with one core subject with practical and the other without practical**

| Sem.   | Discipline Core (DSC)<br>(Credits) (L+T+P)                      | Discipline Elective<br>(DSE) / Open Elective<br>(OE) (Credits)<br>(L+T+P) | Ability Enhancement Compulsory<br>Courses (AECC), Languages<br>(Credits) (L+T+P) |                              | Skill Enhancement Courses (SEC)                     |   |   | Total<br>credits |
|--|---|---|--|------------------------------|---|---|---|------------------|
|  |   |   |  |                              | Skill based<br>(Credits) (L+T+P)                    | Value based (Credits) (L+T+P)                 |   |                  |
| I  | Discipline A1(4+2)<br>Discipline B1(3), B2(3)                   | OE-1 (3)  | L1-1(3), L2-1(3)<br>(4 hrs each)   |                              | SEC-1: Digital<br>Fluency (2) (1+0+2)               | Physical Education for<br>fitness (1) (0+0+2) | Health & Wellness<br>(1) (0+0+2)          | 25               |
| II   | Discipline A2(4+2)<br>Discipline B3(3), B4(3)                   | OE-2 (3)  | L1-2(3), L2-2(3)<br>(4 hrs each)   | Environmental<br>Studies (2) |   | Physical Education – Yoga<br>(1) (0+0+2)      | NCC/NSS/R&R(S&G)/<br>Cultural (1) (0+0+2) | 25               |
| Exit option with Certificate (48 credits)  |   |   |  |                              |   |   |   |                  |
| III  | Discipline A3(4+2)<br>Discipline B5(3), B6(3)                   | OE-3 (3)  | L1-3(3), L2-3(3)<br>(4 hrs. each)  |                              | SEC-2: Artificial<br>Intelligence<br>(2)(1+0+2)     | Physical Education- Sports<br>(1) (0+0+2)     | NCC/NSS/R&R(S&G)/<br>Cultural (1)(0+0+2)  | 25               |
| IV   | Discipline A4(4+2)<br>Discipline B7(3), B8(3)                   | OE-4 (3)  | L1-4(3), L2-4(3)<br>(4 hrs. each)  | Constitution of<br>India (2) |   | Physical Education Games<br>(1) (0+0+2)       | NCC/NSS/R&R(S&G)/<br>Cultural (1)(0+0+2)  | 25               |
| Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor                                  |   |   |  |                              |   |   |   |                  |
| V  | Discipline A5(3+2),<br>Discipline A6(3+2)<br>Discipline B9(4)   | Discipline A, E-1 (3)<br>Vocational-1 (3)                                 |  |                              | SEC-3: SEC such as<br>Cyber Security (2)<br>(1+0+2) |   |   | 22               |
| VI   | Discipline A7(3+2),<br>Discipline A8(3+2)<br>Discipline B10(4)  | Discipline A, E-2 (3)<br>Vocational-2 (3)                                 |  |                              | SEC-4: Professional<br>Communication (2)            |   |   | 22               |
| Exit option with Bachelor of Arts, B.A. /Bachelor of Science, B. Sc. Basic Degree (144 credits) or continue studies with the Major |   |   |  |                              |   |   |   |                  |
| VII  | Discipline A9(3+2),<br>Discipline A10(3+2)<br>Discipline A11(3) | Discipline A, E-3 (3)<br>Internship (2)<br>Res. Methodology (3)           |  |                              |   |   |   | 21               |
| VIII   | Discipline A12(3+2),<br>Discipline A13(3),<br>Discipline A14(3) | Discipline A, E-4 (3)<br>Research Project (6)*                            |  |                              |   |   |   | 20               |
| Award of Bachelor of Arts Honours, B.A. (Hons) /Bachelor of Science Honours, B.Sc. (Hons) degree in a discipline (185 credits)     |   |   |  |                              |   |   |   |                  |

\*\*In lieu of the research Project, two additional elective papers

## **Programme Objectives and Outcomes of Communicative English**

*Diversity in a Single Course: Communication, Honing LSRW Skills, Mass Media, Creative Writing, Entrepreneurship Development, Equipping students for the English component in competitive exams.*

### **Programme Objectives**

1. To develop communicative competence in students.
2. To hone their pronunciation, structure, appropriate use and style of English.
3. To give them an insight into the working, operation and technicalities of different media and give practical exposure of the same.
4. To equip the students with skills required in areas related to Public Relations, Human Resource and Entrepreneurship Development.
5. To make the students think and analyse in an objective way.
6. To sensitize them on the use of new media.
7. To train the students to meet the requirements of the job market.
8. To equip them to enter the corporate world and media.

### **Programme Outcomes:**

1. Communicate effectively in different social situations.
2. Facilitate the process of reading and writing in varying tones.
3. Enhance logical thinking and error free writing.
4. Equip students with creative, critical and analytical skills.
5. Create awareness about the functional and operational use of language in media.
6. Study the evolution, growth and importance of Mass Media.
7. Evaluate the power and effectiveness of communication technology and its ability to function as agents of social change.
8. Understand the active role of the media in society.
9. Know about the cinematic productions and also to critically analyze cinema.
10. Acquaintance with the creation and production of advertisements.
11. Know about entrepreneurship, business plan, working of an organization, and constraints of setting up a business.
12. Enable them to attempt the English written and spoken component in competitive exams and proficiency tests.

## Curriculum Structure for the Undergraduate Degree Program

### DSC: Communicative English

#### BA Model II A (in subjects with practical, with one major and one minor)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

#### Program Articulation Matrix

| Semester                     | Title /Name Of the course  | Program outcomes that the course addresses (not more than 3 per course)  | Pre-requisite course(s) | Pedagogy  | Assessment                             |
|------------------------------|--|--|-------------------------|---|--|
| 1                            | <b>A1<br/>Basics of Communication and Functional Grammar<br/>(4+2)</b>                           | 1. Identify and understand the different parts of speech in English.<br>2. Talk about the past, present and future using suitable expressions and structures.<br>3. Communicate effectively in different social situations.  |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC  | 60+40<br>Theory<br>30+20<br>Practicals |
| 2                            | <b>A2<br/>Phonetics and LSRW Skills<br/>(4+2)</b>  | 1. Hone pronunciation and able to speak fluently and with confidence<br>2. Speak with the right intonation and stress.<br>3. Write effectively and vocabulary is enhanced.   |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC  | 60+40<br>Theory<br>30+20<br>Practicals |
| <b>Exit with Certificate</b> |  |  |                         |   |  |
| 3                            | <b>A3<br/>Introduction to Mass Communication and Writing for Media I: Print, Radio<br/>(4+2)</b> | 1. Will be acquainted with the history of the media.<br>2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal.<br>3. Will identify, write, record, produce and edit different formats of radio programmes. |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station, Group Discussion, MOOC | 60+40<br>Theory<br>30+20<br>Practicals |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| 4 | <b>A4<br/>Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media<br/>(4+2)</b> | <ol style="list-style-type: none"> <li>1. Will be familiar with the new trends in media.</li> <li>2. Will know the use and nuances of writing for social media.</li> <li>3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.</li> </ol> |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC | 60+40<br>Theory<br>30+20<br>Practicals |
|---|---|---|--|---|--|

**Exit with Diploma**

|    |   |  |  |   |  |
|----|---|--|--|---|--|
| 5. | <b>A 5<br/>Advertising<br/>(3+2)</b><br><br><b>A6<br/>Content Writing and Technical Writing<br/>(3+2)</b> | <ol style="list-style-type: none"> <li>1. Acquainted with how communication is used to influence and persuade consumers.</li> <li>2. Enabled to create ads for different media.</li> <li>3. Ability to write effective business/professional communication and develop and make effective presentations.</li> <li>4. Knowledge of industry standards, processes, and concepts related to technical writing.</li> <li>5. Enhance their content writing skills.</li> <li>6. Write a simple user manual and write content for corporate /business communication.</li> </ol> |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC  | 60+40<br>Theory<br>30+20<br>Practicals<br><br>60+40<br>Theory<br>30+20<br>Practicals |
| 6. | <b>A7<br/>Television and Film Making<br/>(3+2)</b><br><br><b>A8<br/>EDP<br/>(3+2)</b>                     | <ol style="list-style-type: none"> <li>1. History of cinema - from silent to talkies and an understanding of various film forms.</li> <li>2. Analyse films and make short films/ documentaries.</li> <li>3. Knowledge of the opportunities and constraints for new business ideas.</li> <li>4. Write a business plan.</li> </ol>   |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry, | 60+40<br>Theory<br>30+20<br>Practicals<br><br>60+40<br>Theory<br>30+20<br>Practicals |



|                                   |   |  |  |  |  |
|-----------------------------------|---|--|--|--|--|
|                                   |   | 5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.  |  | MOOC   |  |
| <b>Exit with Bachelor of Arts</b> |   |  |  |  |  |
| 7.                                | <b>A9<br/>Popular Culture<br/>(3+2)</b>   | 1. Introduce students to the history of popular culture and emergence of mass culture.<br>2. Role of mass media technology in shaping notions of self, identity, society, community.<br>3. Will be able to describe/analyse/critique popular culture artifacts.  |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC              | 60+40<br>Theory<br>30+20<br>Practicals                                       |
|                                   | <b>A10<br/>English Language Teaching<br/>(3+2)<br/>A11<br/>Internship (3)</b>   | 1. On the job training experience.<br>2. Able to develop academic literacy, further studies and research.<br>3. Will develop skills to be critical thinkers, readers and writers.  |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC              | 60+40<br>Theory<br>30+20<br>Practicals<br>60+40                              |
| 8.                                | <b>A12<br/>Translation Studies<br/>(3+2)<br/>A13<br/>Communication for Development<br/>(3)<br/>A14<br/>Dissertation<br/>(3)</b> | 1. Know a few translation theories.<br>2. Understand the skills required to become a translator and what is meant by translation competence and be able to translate.<br>3. Be able to recognize and explain the concept and importance of development.<br>4. Be able to describe the use of different media in development communication.<br>5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns. |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Field Visit, MOOC | 60+40<br>Theory<br>30+20<br>Practicals<br>60+40<br>Theory<br>60+40<br>Theory |
| <b>Exit with Honours Degree</b>   |   |  |  |  |  |

## Curriculum Structure for the Undergraduate Degree Program

### DSC: Communicative English

#### BA Model II C (with one core subject with practical and the other without practical)

Total Credits for the Program: 68

Starting year of Implementation: 2021-22

Name of the Degree Program: BA

Discipline/Subject: Communicative English

#### Program Articulation Matrix

| Semester                     | Title /Name Of the course  | Program outcomes that the course addresses (not more than 3 per course)  | Pre-requisite course(s) | Pedagogy   | Assessment                             |
|------------------------------|--|--|-------------------------|--|--|
| 1                            | <b>A1 Basics of Communication and Functional Grammar (4+2)</b>                           | 1. Identify and understand the different parts of speech in English.<br>2. Talk about the past, present and future using suitable expressions and structures.<br>3. Communicate effectively in different social situations.        |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC                   | 60+40<br>Theory<br>30+20<br>Practicals |
| 2                            | <b>A2 Phonetics and LSRW Skills (4+2)</b>  | 1. Hone pronunciation and able to speak fluently and with confidence<br>2. Speak with the right intonation and stress.<br>3. Write effectively and vocabulary is enhanced.   |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC                   | 60+40<br>Theory<br>30+20<br>Practicals |
| <b>Exit with Certificate</b> |  |  |                         |  |  |
| 3                            | <b>A3 Introduction to Mass Communication and Writing for Media I: Print, Radio (4+2)</b> | 1. Will be acquainted with the history of the media.<br>2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal.<br>3. Will identify, write, record, produce and |                         | Lecture, Presentation, Seminar, Practical sessions, Assignments, Visit to Press and Radio Station, | 60+40<br>Theory<br>30+20<br>Practicals |

|                          |  |  |  |  |  |
|--------------------------|--|--|--|--|--|
|                          |  | edit different formats of radio programmes.  |  | Group Discussion, MOOC   |  |
| 4                        | <b>A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media</b><br><br>(4+2) | 1. Will be familiar with the new trends in media.<br>2. Will know the use and nuances of writing for social media.<br>3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.  |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC                        | 60+40 Theory<br>30+20 Practicals   |
| <b>Exit with Diploma</b> |  |  |  |  |  |
| 5.                       | <b>A5 Advertising</b><br>(3+2)<br><b>A6 Content Writing and Technical Writing</b><br><br>(3+2)                     | 1. Acquainted with how communication is used to influence and persuade consumers.<br>2. Enabled to create ads for different media.<br>3. Ability to write effective business/professional communication and develop and make effective presentations.<br>4. Knowledge of industry standards, processes, and concepts related to technical writing.<br>5. Enhance their content writing skills.<br>6. Write a simple user manual and write content for corporate /business communication. |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC | 60+40 Theory<br>30+20 Practicals<br><br>60+40 Theory<br>30+20 Practicals |

|                                   |   |  |  |  |  |
|-----------------------------------|---|--|--|--|--|
| 6.                                | <b>A7<br/>Television and<br/>Film Making<br/>(3+2)</b><br><br><b>A8<br/>EDP<br/>(3+2)</b>       | 1. History of cinema - from silent to talkies and an understanding of various film forms.<br>2. Analyse films and make short films/documentaries.<br>3. Knowledge of the opportunities and constraints for new business ideas.<br>4. Write a business plan.<br>5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture. |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry, MOOC | 60+40<br>Theory<br>30+20<br>Practicals<br><br>60+40<br>Theory<br>30+20<br>Practicals |
| <b>Exit with Bachelor of Arts</b> |   |  |  |  |  |
| 7.                                | <b>A9<br/>Popular<br/>Culture<br/>(3+2)</b>   | 1. Introduce students to the history of popular culture and emergence of mass culture.<br>2. Role of mass media technology in shaping notions of self, identity, society, community.<br>3. Will be able to describe/analyse/critique popular culture artifacts.  |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC  | 70+30<br>Theory<br>30+20<br>Practicals   |
|                                   | <b>A10<br/>English<br/>Language<br/>Teaching<br/>(3+2)</b><br><b>A11<br/>Internship<br/>(3)</b> | 4. On the job training experience.<br>5. Able to develop academic literacy, further studies and research.<br>6. Will develop skills to be critical thinkers, readers and writers.  |  | Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC  | 60+40<br>Theory<br>30+20<br>Practicals<br><br>60+40                                  |
| 8.                                | <b>A12<br/>Translation<br/>Studies<br/>(3+2)</b><br><b>A13</b>                                  | 1. Know a few translation theories.<br>2. Understand the skills required to become a translator  |  | Lecture, Presentation, Seminar, Practical sessions,  | 60+40<br>Theory<br>30+20<br>Practicals   |

|                                 |   |  |  |  |                                  |
|---------------------------------|---|--|--|--|----------------------------------|
|                                 | <b>Communication for Development (3)</b><br><b>A14 Dissertation (3)</b> | and what is meant by translation competence and be able to translate.<br>3. Be able to recognize and explain the concept and importance of development.<br>4. Be able to describe the use of different media in development communication.<br>5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns. |  | Assignments, Group Discussion, Field Visit, MOOC | 60+40 Theory<br><br>60+40 Theory |
| <b>Exit with Honours Degree</b> |   |  |  |  |                                  |

### Assessment

#### Weightage for Assessments

| Type of Course               | Formative Assessment / IA | Summative Assessment |
|------------------------------|---------------------------|----------------------|
| Theory                       | 40                        | 60                   |
| Practical                    | 20                        | 30                   |
| Projects                     | 40                        | 60                   |
| Experiential Learning:       | 40                        | 60                   |
| Internships and Dissertation | 40                        | 60                   |

## Proposed Structure for Communicative English (DSC and OE)

For

I and II Semesters

### Semester I

| Course       | Paper  | Credit             | No. of Teaching Hours/Week | Total Marks/Assessment |
|--------------|--|--------------------|----------------------------|------------------------|
| <b>DCS 1</b> | A1<br>Basics of<br>Communication and<br>Functional Grammar | 4                  | 4                          | 60+40                  |
|              | Practicals   | 2                  | 2                          | 30+20                  |
| <b>OE 1</b>  | Corporate<br>Communication                                 | 3                  | 3                          | 60+40                  |
|              |  | <b>Semester II</b> |                            |                        |
| <b>DCS 2</b> | A2<br>Phonetics and LSRW<br>Skills                         | 4                  | 4                          | 60+40                  |
|              | Practicals   | 2                  | 2                          | 30+20                  |
| <b>OE 2</b>  | Travel Writing   | 3                  | 3                          | 60+40                  |

## Discipline Core- Communicative English

### Semester 1

|  |   |
|--|---|
| Course Title: Basics of Communication and Functional Grammar |   |
| Total Contact Hours:<br>52/56 Theory<br>52/56 Practicals     | Course Credits:<br>4 Theory<br>2 Practicals                   |
| Formative Assessment Marks: 30 Theory<br>20 Practicals       | Duration of ESA/Exam:<br>3 Hours Theory<br>2 Hours Practicals |
| Model Syllabus Authors:                                      | Summative Assessment Marks:<br>60 Theory<br>40 Practical      |

#### Course Outcomes:

1. Identify and understand the different parts of speech in English.
2. English competence is developed in students.
3. Ability to identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses. Create an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

## BA Semester 1

### Title of the Course: Basics of Communication and Functional Grammar

| Number of Theory Credits  | Number of lecture hours/ semester | Number of practical Credits | Number of practical hours/ Semester |
|---|-----------------------------------|-----------------------------|-------------------------------------|
| 4   | 52 or 56                          | 2                           | 52 or 56                            |
| <b>Content of Theory Course 1</b>   |                                   |                             | <b>52/56Hrs</b>                     |
| <b>Unit – 1</b>   |                                   |                             | 13/14                               |
| <b>Module 1</b>   |                                   |                             |                                     |
| Parts of Speech   |                                   |                             |                                     |
| Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections  |                                   |                             |                                     |
| Articles (Every component to be done in detail)   |                                   |                             |                                     |
| <b>Module 2</b>   |                                   |                             |                                     |
| Verbs   |                                   |                             |                                     |
| Auxiliary- Modals- Finite- Non-finite   |                                   |                             |                                     |
| <b>Module 3</b>   |                                   |                             |                                     |
| Tenses  |                                   |                             |                                     |
| <b>Unit – 2</b>   |                                   |                             | 13/14                               |
| <b>Module 4</b>   |                                   |                             |                                     |
| <b>Sentences</b>  |                                   |                             |                                     |
| Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences |                                   |                             |                                     |
| Jumbled sentences- Jumbled paragraphs   |                                   |                             |                                     |
| <b>Module 5</b>   |                                   |                             |                                     |
| Concord   |                                   |                             |                                     |
| Rules of Subject Verb Agreement   |                                   |                             |                                     |
| <b>Module 6</b>   |                                   |                             |                                     |
| Common Errors by Non- Native Speakers   |                                   |                             |                                     |
| <b>Unit – 3</b>   |                                   |                             | 13/14                               |
| <b>Module 7</b>   |                                   |                             |                                     |
| Active and Passive Voice  |                                   |                             |                                     |
| Direct and Indirect Speech  |                                   |                             |                                     |
| <b>Module 8</b>   |                                   |                             |                                     |
| Question Forms- Wh-, Yes/No, Question Tags  |                                   |                             |                                     |
| <b>Module 9</b>   |                                   |                             |                                     |
| Punctuation   |                                   |                             |                                     |
| <b>Unit – 4</b>   |                                   |                             | 13/14                               |



|   |  |
|---|--|
| <p><b>Module 10</b></p>   |  |
| <p>Introduction to Communication<br/>         Definition – meaning – communication process -importance of communication -<br/>         seven Cs of communication</p>  |  |
| <p><b>Module 11</b></p> <p>Types of Communication<br/>         Formal and informal – Verbal and non-verbal - Oral and written communication-<br/>         Visual communication- Body language - Sign language -Para language,<br/>         Intrapersonal and interpersonal communication- Barriers to communication -<br/>         Sender-centric – Receiver Centric-Socio-cultural barriers- Information overload -<br/>         Overcoming communication barriers</p> |  |
| <p><b>Module 12</b></p> <p>Situational Communication</p> <ul style="list-style-type: none"> <li>• Greeting and Introduction</li> <li>• Enquiry</li> <li>• Seeking/Granting/Refusing Permission</li> <li>• Asking and Giving Directions</li> <li>• Accepting and Declining Invitations</li> <li>• Making/Responding to Complaints</li> <li>• Congratulating</li> <li>• Sympathising</li> <li>• Persuasion</li> </ul>   |  |

**Text Books:**

Communicative English – E. Suresh Kumar and P. Sree Hari, Orient Black Swan  
 Intermediate English Grammar- Raymond Murphy, Cambridge University Press

**References:**

- A Practical English Grammar – A.J. Thomson, A.V. Martinet, Oxford University Press
- A Remedial English Grammar, F.T. Woods
- Advanced Grammar in Use- Martin Hewings, Cambridge University Press
- Basic English Usage- Michael Swan, OUP
- Business Communication- PD Chaturvedi and Mukesh Chaturvedi, Pearson
- Communication Skills - Sanjay Kumar, Pushpa Lata
- Essentials of Communication Skill and Skill Enhancement- By John O. Greene
- Grammar Practice Activities- Penny Ur
- Oxford Pocket Basic English Use- Michael Swan, OUP
- Oxford Practice Grammar – John Eastwood, Oxford University Press
- Practical English Usage- Michael Swan, OUP
- The Four Skills for Communication –Josh Sreedharan, Foundation Books
- The Quick and Easy Way to Effective Speaking- Dale Carnegie, New York: Pocket Books

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

| <b>Formative Assessment</b>      |                           |
|----------------------------------|---------------------------|
| <b>Assessment Occasion/ type</b> | <b>Weightage in Marks</b> |
| Presentation/Seminar             | 10                        |
| Assignment                       | 10                        |
| Test and Attendance              | 10                        |
| Project Work                     | 10                        |
| <b>Total</b>                     | <b>40</b>                 |

**Practical Component:**

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

**Discipline Core- Communicative English**

**Semester 2**

| <b>Course Title: Phonetics and LSRW Skills</b>           |   |
|--|---|
| Total Contact Hours:<br>52/56 Theory<br>52/56 Practicals | Course Credits:<br>4 Theory<br>2 Practicals                   |
| Formative Assessment Marks: 30 Theory<br>20 Practicals   | Duration of ESA/Exam:<br>3 Hours Theory<br>2 Hours Practicals |
| Model Syllabus Authors:                                  | Summative Assessment Marks:<br>60 Theory<br>40 Practical      |

## BA Semester 2

### Title of the Course: Phonetics and LSRW Skills

| Number of Theory Credits          | Number of lecture hours/semester   | Number of practical Credits | Number of practical hours/ Semester |
|-----------------------------------|--|-----------------------------|-------------------------------------|
| <b>4</b>                          | <b>52 or 56</b>  | <b>2</b>                    | <b>52 or 56</b>                     |
| <b>Content of Theory Course 2</b> |  |                             | <b>52/56Hrs</b>                     |
|                                   |  |                             | 13/14                               |
| Module 1                          | Introduction<br>What is Phonetics?<br>Production of Speech Sounds<br>Air-stream mechanism<br>Organs of Speech<br>Articulatory System     |                             |                                     |
| Module 2                          | Classification of Speech Sounds Consonants<br>Vowels –Pure Vowels and Diphthongs   |                             |                                     |
| Module 3                          | Minimal Pairs  |                             |                                     |
| Module 4                          | Syllable<br>Syllable Structure<br>Composition of the syllable<br>Consonant Cluster   |                             |                                     |
| Unit – 2                          |  |                             | 13/14                               |
| Module 5                          | Stress<br>Word accent/stress<br>Sentence stress<br>Intonation  |                             |                                     |
| Module 6                          | Native language influence on English<br>Transcription- Remedial phonetics - Error analysis - Accent<br>neutralization - Practice session |                             |                                     |
| Module 7                          | Listening Skills   |                             |                                     |
| Unit – 3                          |  |                             | 13/14                               |
| Module 8                          |  |                             |                                     |

|  |       |
|--|-------|
| <p>Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences</p> <p>Module 8</p> <p>Paragraph Writing</p> <p>Composition: Reflective, Descriptive, Narrative and Argumentative</p> <p>Module 9</p> <p>Summarizing</p> <p>Expansion Writing</p> <p>Dialogue Writing</p> |       |
| Unit – 4   | 13/14 |
| <p>Module 10</p> <p>Profile Writing and Resume</p> <p>Module 11</p> <p>E mail</p> <p>Module 12</p> <p>Vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Homonyms</p> <p>Homophones</p> <p>Commonly used Foreign Words in English</p> <p>Idioms and Phrases</p> <p>Collocation</p>                      |       |

### **Text Books**

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

A Textbook of English Phonetics for Indian Students – T. Balasubramanian- Macmillan

### **References**

An Outline of English Phonetics- Daniel Jones

Better English Pronunciation – J.D. Connor – Cambridge University Press

Collins Business Skills and Communication

English for Practical Purposes by Patil, Valke, Thorat& Merchant- Macmillan

English Phonetics and Phonology – Peter Roach – Cambridge University Press

English Pronouncing Dictionary- Daniel Jones

English Pronunciation in Use- Martin Hewings- Cambridge University Press

English Vocabulary in Use- Felicity Odel

IELTS Advantage Speaking and Listening Skills- Jonathan Marks

Merriam-Webster’s Vocabulary Builder

Pronunciation Practice Activities – Martin Hewings – Cambridge University Press

Publications  
Vocabulary in Use

**Pedagogy:** Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

| <b>Formative Assessment</b>      |                           |
|----------------------------------|---------------------------|
| <b>Assessment Occasion/ type</b> | <b>Weightage in Marks</b> |
| Presentation/Seminar             | 10                        |
| Assignment                       | 10                        |
| Test and Attendance              | 10                        |
| Project Work                     | 60                        |
| <b>Total</b>                     | <b>40</b>                 |

### **Practical Component**

Practical Record

Listening Comprehension

Transcription

Reading Comprehension

## **Proposed Structure for OE**

**For**

**I and II Semesters**

### **Semester I**

| <b>Course</b> | <b>Paper</b>            | <b>Credits</b>     | <b>No. of Teaching Hours/Week</b> | <b>Total Marks/Assessment</b> |
|---------------|-------------------------|--------------------|-----------------------------------|-------------------------------|
| <b>OE 1</b>   | Corporate Communication | 3                  | 3                                 | 60+40                         |
|               |                         | <b>Semester II</b> |                                   |                               |
| <b>OE 2</b>   | Travel Writing          | 3                  | 3                                 | 60+40                         |

**OE I**  
**Corporate Communication**  
**Proposed Syllabus for I Semester**

Corporate communication intends to equip students with public speaking, effective presentation and facilitation skills.

**Programme Outcomes**

1. To formulate briefs and speeches
2. To write press releases
3. To handle media relations
4. To help in drafting communication strategies

**Syllabus**

**Module I**

Principles of Communication

**Module II**

The Art of Corporate communication

**Module III**

Kinds of Communication

**Module IV**

Communication Strategies

**Module V**

Business Letter Writing

**Module VI**

Communication related to Business meetings

**Module VII**

Media Relations

**Module VII**

E-Mail Etiquette

**Module IX**

Presentation Skills

**Reference:**

A Course in Communication- Kirmani Dutt, Geetha Rajeevan and CLN Prakash- Foundation Books

Corporate Communication: A Guide to Theory and Practice: Joep P. Cornelissen

Corporate Communication: Paul Argenti

English for Practical Purposes : Patil, Valke, Thorat and Merchant- Macmillan

## OE II

### Travel Writing

#### Proposed Syllabus for II Semester

##### Programme Outcomes:

1. Articulate the qualities of good travel writing
2. Maintain a travel journal
3. Take pictures to be used to accompany each piece of writing
4. Write vivid descriptions of travel experiences and describe people
5. Write short compelling pieces of travel writing from 200 – 500 words
6. Write a travel blog

##### Syllabus

###### Module I

Introduction to Travel Writing

Definition

History of Travel writing

###### Module 2

Travel Writing Today

###### Module 3

Qualities of a Travel Writer

###### Module 4

Specialised Travel Writing

Techniques of Travel Writing

###### Module 5

Illustrations and Photographs

###### Module 6

Write a travelogue with inputs

Travel Blogs

##### Reference:

Travel Writing and the Empire. Sachidananda Mohanty

Cambridge Introduction to Travel Writing, New York: Cambridge University

Gutkind, Lee. The Art of Creative Nonfiction

Indian Travel Writing, 1830-1947: Pramod K. Nayar

Literature, Travel and Colonial Writing: Andrew Hadfield

Nine Lives: William Dalrymple

The Routledge Companion to Travel Writing: Indian Travel Writing: Shobhana Bhattacharji