

**Bachelor of Arts in
(B.A. English and Communication)**

Programme Project Report (PPR) & Detailed Syllabus

**Non- Semester Pattern
From Calendar Year 2020 onwards**



**TAMILNADU OPEN UNIVERSITY
577, Anna Salai, Saidapet,
Chennai – 600 015**

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B.A English and Communication

Programme Project Report (PPR)

Programme's Mission and Objectives:

Bachelor of Arts (English and Communication) Programme provides open access to all, who are interested to learn about English Language and Literature. The main objective of this 3 year UG Programme is to help the learners to be sound in the four language skills for exhibiting good communication in English. The Self-Learning Materials of the Programmes are prepared by the internal and the external experts in English Language and Literature.

Relevance of the Programme with HEI's Mission and Vision:

English is an international language. Having better communication in English is essentially expected in the current employment markets. This Programme is intended to promote the four language skills of the learners. Further, this Programme helps the learner to acquire Post Graduation.

Nature of prospective target group of Learners:

Interested learners, who passed in Higher Secondary Education, can join the Bachelor of Arts (English and Communication). It also caters the needs of the learners from diverse regions and social strata in Tamil Nadu and also those who have not adequate opportunities for regular/ formal education in the Higher Educational Institutions.

Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:

This Programme is appropriate for all the aspirants to Graduation, including in-service and pre-service teachers/ employees, who have already done 12th / D.TED to become graduate teacher in English and to get promotion. It shall enhance the language skills of the learners for sharpening their language proficiency and for honing employment opportunities in teaching, journalism, media, content writing, ITES, translation, law, administrative fields, etc.

Instructional Design:

B.A English and Communication is a three year Bachelor Degree Programme and it has three semesters. The curriculum of this Programme has been developed with a view to inculcating English language and literature among the learners of distance education.

The Programme is mainly transacted through the recognised Learner Support Centres (LSCs) which are functioning in the Arts and Science colleges in Tamil Nadu that run the Programme in regular mode.

The teachers of the Department of English at the University and the respective LSC will become the Academic Counsellors to deliver the Programme.

As per the UGC (ODL) Regulations 2017, the credit is assigned to each course.

The Self-Learning Materials are provided to the learners, in addition to e-content, if required.

Procedure for admissions, curriculum transaction and evaluation:

Candidates should have passed in Higher Secondary Examinations (10+2 pattern) conducted by the Board of Secondary Examinations, Government of Tamilnadu or any other examinations (10+3 pattern) accepted by the Syndicate, as equivalent.

The Programme fee for three years is Rs. 6,600/- excluding the registration and other charges.

Admissions will be done by the University through its Regional Centres within Tamilnadu. The approved LSCs will conduct the academic counselling classes and the evaluation will consist of Continuous Internal Assessment through spot assignment and the External Assessment through Term End Examinations.

Financial Assistance:

While the scholarship is provided for SC/ST learners, the tuition fee is waived for differently abled learners, as per the norms of the Government of Tamil Nadu.

Policy of Programme delivery:

The Academic Calendar for the Programme will be made available for the learners to track down the chronological events/ happenings. Subsequently, the Academic Counselling schedule will be uploaded in the TNOU website and the same will be also sent to the learners through SMS.

Evaluation System:

Evaluation is made for maintaining quality in distance education. While the Term End Examinations will be conducted at the approved Examination Centres, the learners will be permitted to write the assignments with the help of books/materials for each course. The approved Examiners will evaluate the assignments and the answer scripts of TTE.

Continuous Internal Assessment (CIA): Assignment

A learner has to submit one assignment for two credits. If a course is of 6 credits, a learner has to submit 3 assignments. Total marks for each assignment is 30. An average of total assignment will be taken into account for awarding marks in CIA.

Part-A	One out of Three Questions in 1000 Words	1x30=30 Marks
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Question Pattern for Term End Examination:

Time: 3 hours

Maximum : 70 Marks

Part- A	Three out of Five questions in 100 words. Equal distribution shall be given for all the Blocks [For each Question: 3 Marks]	3 x 3 = 9 Marks
Part- B	Three out of Five questions in 200 words. Equal distribution shall be given for all the Blocks [For each Question: 7 Marks]	3 x 7 = 21 Marks
Part- C	Four out of Seven questions in 500 words. Equal distribution shall be given for all the Blocks [For each Question: 10 Marks]	4x10=40 Marks
Total		70 Marks

Passing Minimum:

A candidate shall be declared to have passed in the examination, if he/she secures not less than 25 Marks in the TEE in each course and overall 40 Marks in both the CIA and TEE taken together.

Continuous Internal Assessment (CIA)		Term End Examinations		Overall Aggregated Marks (CIA+TEE)	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
13	30	25	70	40	100

Classification of Successful Candidate:

Candidates, who pass in all the courses of B.A English and Communication and secure 60% and above in aggregate of marks shall be placed in First Class. Those who secure above 50% but below 60% in aggregate shall be placed in Second Class.

Requirement of Laboratory and Library Resources:

There is a University library in the Headquarters that has about 2082 volumes for English Language and Literature. This apart, the University is coordinating the Tamil Nadu Digital Library scheme, through which the learner can access the libraries of the state Universities through online. As regards the Lab, the Foreign Language Laboratory is functioning within the School of Humanities. In addition, as this Programme is being delivered through the approved Learner Support Centres (LSC) by Tamil Nadu Open University, the learner can also utilise the library resources available at the respective LSCs.

Cost estimate of the Programme and the provisions:

S.No.	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	- 11, 23, 800
2	Programme Fee charged for 2 years per student (Income)	6,600
3	Examination Fee charged for 2 years (Income) per student	2000
4	Examination expenses per student for 2 years per student (Expenditure)	- 3,600

Quality Assurance Mechanism and Programme Outcomes:

The Quality of the Bachelor Degree Programme in English and Communication is ensured in line with the guidelines of the UGC/DEB. The Curriculum of this Programme was approved by the Board of Studies (18.06.2020), Academic Council (29.06.2020) of the University. As a part of Quality assurance the curriculum of the Programme will be updated/ revised once in three years. Initiatives are taken to obtain feedback from the learners and the Academic Counsellors for improving the quality of the curriculum and the SLMs.

Programme Outcomes

- Learners shall be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Learners shall be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Learners shall be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

- Learners shall be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Learners shall be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Learners shall be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

B.A. ENGLISH AND COMMUNICATION PROGRAM STRUCTURE

NON-SEMESTER PATTERN

Course	Course Code	Course Title	Category	Evaluation		Credits
				CIA+TEE	Total	
I Year						
Language	BFTM 11	Tamil / other languages	CC	30+70	100	6
Language	BFEG 11	Foundation in English	CC	30+70	100	6
Core I	BEGC 11	Social History of England	CC	30+70	100	6
Core II	BEGC 12	Age of Chaucer	CC	30+70	100	6
Core III	BEGC 13	Introduction to Journalism and Mass Communication	CC	30+70	100	6
2 Year						
Language	BFTM 21	Tamil / other languages	CC	30+70	100	6
Language	BFEG 21	Foundation in English	CC	30+70	100	6
Core IV	BEGC 21	Restoration Age	CC	30+70	100	6
Core V	BEGC 22	William Shakespeare	CC	30+70	100	6
Core VI	BEGC 23	Introduction to Communication Studies	CC	30+70	100	6
	CCE	Environmental Studies	AECC	30+70	100	6
3 Year						
Core VII	BEGC 31	Romantic Age	CC	30+70	100	6
Core VIII	BEGC 32	Victorian Age	CC	30+70	100	6
Core IX	BEGC 33	Modern English Literature	CC	30+70	100	6
Core X	BEGC 34	Phonetics and Spoken English	CC	30+70	100	6
Core XI	BEGC 35	Communication Skills	CC	30+70	100	6
			Total		1700	96
Courses for other Departments						

Continuous Internal Assessment- (CIA) Term End Examination - (TEE)

Tentative Minimum requirements

CC – Core Courses (minimum 14 in the major discipline)

DSE – Discipline Specific Elective (4)

SEC- Skill Enhancement Courses (2)

GE – Generic Electives (2) (for other major learners)

AEC- Ability Enhancement Courses (2)

5. ஸ்காட்லாந்து - ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து, 184, ஸ்காட்லாந்து, ஸ்காட்லாந்து.
6. ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
7. ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
8. ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
9. ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
10. ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
11. ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.
12. ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து ஸ்காட்லாந்து, ஸ்காட்லாந்து.

ஸ்காட்லாந்து ஸ்காட்லாந்து/ஸ்காட்லாந்து ஸ்காட்லாந்து

1. www.tamilvu.org
2. www.tamildigitallibrary.in
3. <https://www.tamiluniversity.ac.in/english/library-2/digital-library>
4. <https://www.tamilelibrary.org>
5. www.projectmadurai.org

Course Title : Foundation in English-I (Literature and Grammar)

Course Code : BFEG-11

Course Credit : 6

COURSE OBJECTIVES

CO1: Describe to the learners the history of England.

CO2: Cultivate the creativity among the learners

CO3: Develop the reading skills of the learners

CO4: Enhance the vocabulary of the learners

CO5: Critically analyse the literary texts

COURSE SYLLABUS

Block-1 Brief History of England

Tudor England- Stuart England -Restoration England -Revolutions -Eighteenth Century-19th Century Education- 20th Century

Block 2 Literary Texts

R.K. Narayan- *An Astrologer's Day* and Sarojini Naidu - *Bangle Sellers*

Block-3 Reading Comprehension

Definition of Comprehension- Types of Comprehension- Reading Materials- Vocabulary- Critical Reading- Effective Reading- Exercises

Block -4 Functional Grammars and Vocabulary

Parts of Speech- Tenses-Articles -Prepositions and Linkers -Punctuation- Common Mistakes -Polite Expression-Affixes

Block-5 Language Skills

Reading Skills: SQ3R Technique -Writing Skills -Dictionary Use

COURSE OUTCOMES

- Interpret the history of England detailly
- Define reading comprehension
- Use the words correctly
- Write in flawless English
- Analyse R.K. Narayan's *An Astrologer's Day* and Sarojini Naidu's *Bangle Sellers*

References:

1. Narayan R.K. *Short Story Collections*.
2. Sarojini Naidu. *Bangle Sellers*
3. Sinha C.A. Reading Comprehension. Prabhat Prakashan.
4. Xavier A.G. *An Introduction to the Social History of England*. Viswanathan S. Printers, Chennai. 2009.

Web Resources:

1. <https://www.digimat.in/nptel/courses/video/109106124/L01.html>
2. <https://www.digimat.in/nptel/courses/video/109106138/L46.html>
3. <https://www.coursera.org/lecture/multimodal-literacies/9-2-learning-to-read-reading-for-meaning-HdG3O>
4. <https://nptel.ac.in/courses/109/107/109107172/>

Course Title : Social History of England

Course Code : BEGC-11

Course Credit : 6

COURSE OBJECTIVES

CO1: Explain to the learners about the social and literary history of England from the Middle Ages to the 20th century.

CO2: Describe the relationship between socio-political and socio-religious events and literary works.

CO3: Provide the learners with a basic knowledge of the political and social history of England with reference to important incidents and movements in English history

CO4: Discuss different types of Revolution

CO5: Indicate the features of the Queen Anne and Victorian Age

COURSE SYLLABUS

Block-1 Tudor England

Early History of England - The Renaissance in England- Origin of the Renaissance - Influence of Renaissance on European Reformation-Origin of Reformation-Reformation in England-Counter Reformation Dissolution of Monasteries Causes for the dissolution Impact of the dissolution William Caxton: Printing Press

Block-2 Stuart England

Stuart Rulers- Rise and Spread of Puritanism -The Puritan way of life Puritanism under various reigns Civil War: Social Significance Colonial Expansion Colonial expansion and rulers Causes for colonial expansion

Block-3 Restoration England

England during the Restoration – Restoration in politics Restoration in religion Effects of the Restoration on Society -The Great Plague and Fire

Block-4 Age of Queen Anne

Religion-Politics Trade, Agriculture and Transport Society in Queen Anne's Age Social hierarchy -Queen Anne houses -Education and marriage -Social life - coffee houses

Block-5 Revolutions

Agrarian Revolution – Agrarian capitalism -Leaseholders -Copyholders and tenants-at-will -Enclosures capitalist agriculture Causes and results: A snapshot Industrial Revolution Life before the Industrial Revolution -The Industrial Revolution process -Industrialisation in Europe- Industrial Revolution and warfare -Social development Causes and results -French Revolution

Block-6 Eighteenth Century

Methodist Movement-Early history of the Methodists – Results of the movement
Humanitarian Movements-Victorian Age: An Exposition Important landmarks -
Changing social values -Reform Bills Transport and Communications

Block-7 Nineteenth Century

Obstacles to free compulsory education – Situations favouring national education- Education Act of 1870 – Primary schools Secondary -schools Grammar schools-Public schools-Private academies University education- Educational reforms

Block-8 Twentieth Century

Early Twentieth Century – The General Strike Effects of World War II -Victory of the Labour Party -The Cold War Literature and entertainment- Social Security and the Welfare State Life in the 1960s -Life in the 1970s -Politics Society and culture -A decade of disillusionment Life in the 1980s

COURSE OUTCOMES:

- analyse the causes for Reformation, counter reformation and dissolution of monasteries
- Illustrate the chronicles of England and cognizant of evolution.
- Explain the causes for the Civil War.
- Define Agrarian, industrial and French Revolution
- Elaborate Methodist and humanitarian movements.
- Identify the facts and events in the social history of England

References

1. A.G. Xavier. *An Introduction to the Social History of England*. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.
2. Cheyney, Edward Pots. *An Introduction to the Industrial and Social History of England*. Biblio Life, 2007.
3. Ashok, Padmaja. *The Social History of England*. New Delhi: The Orient Blackswan, 2018.

Course Title : **Age of Chaucer**
Course Code : **BEGC-12**
Course Credit : **6**

COURSE OBJECTIVES

CO1: Give a clear and systemic understanding of the changes and developments that influenced British Literature

CO2: Explain historical movements that influenced the transformation of literary tastes and standards

CO3: Interpretation of the Renaissance, Reformation, and Restoration age

CO4: Discuss major works in the Age of Chaucer

CO5: Introduce different types of plays, comedies, and Elizabethan Theatre

COURSE SYLLABUS

Block 1 Edmund Spenser

Edmund Spenser: Biography -*Prothalamion: The Poem*

Block 2 Geoffrey Chaucer

A Textual Commentary Lines 1-78 Lines 79-164 Lines 165-269 Lines 270-339
Lines 340-360 Lines 361-411 Lines 412-622 Lines 623-858 - Chaucer's Art
Narrative method Comic method Characterisation

Block 3 John Donne

John Donne – Biography *The Sun Rising: An analysis* Songs and Sonnets -
Metaphysical conceits -Donne's Divine poems -Select Literary Criticism

Block 4 Francis Bacon

Bacon's Essays – *An Analysis Of Adversity-Of Truth-Of Nature in Men-Of Studies*

Block 5 Utopia

Thomas More – Biography- *Utopia: Historical and Social Backgrounds* Historical
background Social background Utopia: The Work Characters-Role of women-Life
in Utopia-Utopia and democracy –Utopia: A biography of More More's Literary
Style

Block 6 Prose

The Book of Job- Features – Characters-Setting-Style-Purpose-The Storyline

Block 7 Introduction to Drama

Normans and their Minstrels Liturgical drama-Miracle plays-Mystery plays-
Interludes English Tragedy and Comedy: Beginnings Comedy-Tragedy Building
of Playhouses Plays of the University Wits- Elizabethan Theatre

Block 8 Drama

Christopher Marlowe – Biography- *Dr.Faustus*: The Play Act I - Act II - Act-III – Act III – Act IV Act V Critical Analysis--Restoration Drama – John Dryden: Biography- *-All for Love* - A Critique Strengths Weaknesses

Block-9 Fiction

Jonathan Swift -*Gulliver's Travels, Book I*)-Henry Fielding- *Joseph Andrews* and Daniel Defoe -*Robinson Crusoe*

COURSE OUTCOMES:

- Describe the tradition of English literature from the 15th to 18th Century
- Identify key elements of Renaissance, Reformation, and Restoration
- Evaluate prose, poetry, novel and drama in the historical context
- Analyze and understand the main characteristic of the Renaissance, Reformation, and Restoration
- Critically analyse the literary texts of Age of Chaucer

References:

1. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
2. Lahiri & Ganguli. *Bacon Francis Essays*. India: Lakshmi Narian Agarwal, 2017.
3. Spenser, Edmund. *Epithalamion and Prothalamion*. India: Rama Brothers, 2007.
4. S. Sen. *General Prologue to the Canterbury Tales*. India: Unique Publishers, 2019.
5. Swift, Jonathan. *Gulliver's Travels: I. a Voyage to Lilliput*. Palala Press, 2015
6. Fielding, Henry. *Joseph Andrews*. Peacock, 2010.
7. Defoe, Daniel. *Robinson Crusoe*. India: Maple Press, 2012.
8. Marlowe, Christopher. *Dr. Faustus*. Digireads, 2005.
9. Dryden, John, *All for Love*. India: Bloomsbury, 2014.

Web Resources:

1. <http://public-library.uk/ebooks/27/66.pdf>
2. <https://www.poetryfoundation.org/poems/44129/the-sun-rising>
3. <https://www.bartleby.com/41/372.html>
4. <https://poets.org/poem/ode-west-wind>

**Course Title : Introduction to Journalism and Mass
Communication**

Course Code : BEGC-13

Course Credit : 6

COURSE OBJECTIVES

CO1: Discuss the growth and development of Mass Communication and Journalism.

CO2: Explain different types of communication.

CO3: Expose various aspects of journalism.

CO4: Stimulate the learners interest for higher studies and career

CO5: Define functions of mass media and mass culture and popular culture.

COURSE SYLLABUS

Block 1 Journalism

Origin of Journalism – Press ownership and control -The role of the press in India - The right to publish and right to privacy Legal limitations on press freedom- Some trends in Indian Journalism

Block 2 Growth of Journalism in India

Pioneering Efforts – Beginnings Raja Ram Mohan Roy -Battle for social reform - Rudyard Kipling Trumpets of Nationalism -Lion of Maharashtra Gandhian revolution -Confrontation with Government

Block 3 Print Journalism

Print Journalism – The Journalist Freelance Journalist- The News Definitions of News Requisites of a news story Collecting the facts Selection of News - News Editing – Formation of Headlines General rules for writing Headlines - News Gathering – News agencies Characteristics of Newspaper -News reporting- Interview Feature -Writing Types of features -Specialisation Magazine -Writing News Reporter and News Editor -News reporter Sub-editor Reporter vs. Sub-Editor- Qualities of reporter and other correspondents- The News editor Proof reading

Block 4 Radio and Television Journalism

Radio Journalism – TV journalism Radio and Television in India Presentation of News Newspaper vs. Radio/TV News

Block 5 Photo Journalism and Web Journalism

Photo Journalism and Web Journalism - Abilities of news Photography – Magazine photography – Cartoons Internet and E-mail in Journalism-Internet-E-Mail-

Revolution in internet journalism -Future of Web Journalism -Do's and Don'ts of web journalism -Editing for online

Block 6 Mass Communication

The Fact and Meaning of Communication – The Need for Communication -Types of communication -Influence of Technology on Communication: A McLuhanesque View -Right to Communicate Communication and language Communication and Information Mass Communication and Media The phenomenon of Mass culture Features

Block 7 Theories of Communication

Western Communication-Theories Indian Communication theories Mass Media: Uses and Effects Theories of Media Effects Types of effects- Some determinants of Media Influence Socialization effects of the Media Children and the Media Children and the Indian Mass Media

Block 8 Mass Communication, Society and Development

Society and Mass Communication - Global trends in Media International media systems Comparative media systems Communication and Development Concepts of development Development communication Modernization models of development Dependency/Structuralist models Alternative theories of development - Development: The Indian Experience Rural television – SITE Kheda communications project Radio rural forums Media and family planning Traditional media The press and development

COURSE OUTCOMES:

- Develop the professional ability to communicate information clearly and effectively in all kinds of environments and contexts.
- Demonstrate practical skills of various types of media writing, reviews, reports, programmes, and discussions.
- Demonstrate their familiarity with the new media, its techniques, practices of social media, and hypermedia.
- Identify avenues for a career in print and electronic media.
- Illustrate different types of journalism

References:

1. Aggarwal, Virbala. *Handbook of Journalism and Mass Communication*. Neha Publishers & Distributors Neha Publishers & Distributors, 2012.
2. Hasan, Seema. *Mass Communication: Principles and Concepts*. India: CBS Publishers and Distributors; 2 edition, 2020.
3. Kumar, Keval J. *Mass Communication in India*. India: Jaico Publishing House; Fourth edition, 1994.
4. D.S. Mehta, *Mass Communication and Journalism in India*. India: Allied Publisher, 2014.
5. Aggarwal, Vir Bala. *Handbook of Journalism and Mass Communication*. India: Ashok Kumar Publication, 2002.

Web Resources:

1. <https://www.scribd.com/doc/23737772/Introduction-to-Journalism>
2. <https://www.americanforeignrelations.com/O-W/The-Press-The-press-s-many-roles.html>
3. <https://www.copyrightuser.org/understand/exceptions/news-reporting/>
4. <https://www.skillmaker.edu.au/what-is-electronic-media/>
5. <https://sabramedia.com/blog/how-to-layout-ads-on-your-news-site>

SECOND YEAR

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(Course Title)
 □□□□□ □□□□□□□□□□ : **BFTM-21**

Course Title : Foundation in English-II (Literature and Use of English)

Course Code : BFEG-21

Course Credit : 6

COURSE OBJECTIVES

CO1: Cultivate the creativity among the learners

CO2: Improve the reading skills of the learners

CO3: Enhance the vocabulary of the learners

CO4: Develop pronunciation skills

CO5: Use of the internet for developing language skills

COURSE SYLLABUS

Block-1 Literary Texts

Rabindranath Tagore's *Sacrifice* and John Donne's *The Sun Rising*

Block- 2 Reading Comprehension

Reading passages-Preparing a glossary from passage- reading the meaning-respond to questions

Block- 3 Vocabulary and Grammar

Synonyms and Antonyms- Homophones-Making of Nouns-Making of Adjectives-Compound Words-Phrases and Idioms-Words often confused-Spelling- Tenses

Block-4 Pronunciation and Spoken English

Importance of English-Pronunciation: An Exposition-Speech Sounds-Sounds and Spelling: The Relationship-Attributes of Good Speech-Dialogue Situations/Situational Dialogues

Block-5 The Internet English

Email-Chat Groups-Virtual Words-The Web-Commentary

COURSE OUTCOMES

- Critically evaluate the literary texts
- Read the passages effectively
- Speak in good accent
- Communicate through online
- Develop internet skills

References:

1. *Balasubramanian T. English Phonetics for Indian Students - A Workbook.* 2016.
2. Daniel Jones. *Cambridge English Pronouncing Dictionary.* Cambridge University Press, 2011.
3. Tagore, Rabindranath. *Sacrifice and Other Plays.* Niyogi Books, 2012.

Web Resources:

1. <https://www.poetryfoundation.org/podcasts/75363/the-sun-rising>
2. <https://nptel.ac.in/courses/109/103/109103135/>
3. <https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>
4. <https://nptel.ac.in/courses/109/106/109106085/>
5. <https://nptel.ac.in/courses/109/107/109107172/>

Course Title : **Restoration Age**
Course Code : **BEGC-21**
Course Credit : **6**

COURSE OBJECTIVES

CO1: Introduce the literary works of the major restoration poets

CO2: Explain Restoration Age's major English essay writings

CO3: Aware of Periodical Essay to learners

CO4: Trace the features of the Restoration Age

CO5: Examine the style and narrative technique

COURSE SYLLABUS

Block 1 Introduction to the Age

Neoclassicism Puritanism/Age of Queen Anne Precursors to Romanticism

Block 2 John Milton and Alexander Pope

Milton- *Lycidas*- Alexander Pope- *The Rape of the Lock* (lines 121-148)- An introduction- The poems- Analysis

Block 3 John Dryden

John Dryden: A Biography Poetry-Plays- *Alexander's Feast*: The Poem

Block 4 Thomas Gray

Elegy written in a Country Churchyard- Notes on the Poem – A Critique

Block 5 John Bunyan

John Bunyan – A Biography -*The Pilgrim's Progress* – Part I Part II The Pilgrim's Progress as an Allegory The Style of the Pilgrim's Progress

Block 6 Charles Lamb

Charles Lamb – A Biography - *Dissertation upon Roast pig* -The Text Lamb's Style

Block 7 Addison and Steele

Periodical Essay – An Evolution Growth of Periodical Literature Some Important Periodicals Acknowledged Masters of the Genre The Spectator: An Introduction -*The Coverley Papers*: A Discussion - Sir Roger at home – On ghosts and apparitions – Sir Roger at church – Sir Roger's disappointment in love On shame and fear of poverty – Will Wimble Eighteenth Century Social Life

Block 8 William Congreve and Richard Sheridan

Restoration Drama – William Congreve – A Biography- *The Way of the World*: The Play Richard Sheridan: A Biography- *The School for Scandal*: The Play Cultural and social milieu The play as a comedy Sources of the play The play: A summary The Play: A Critique

Block 9 Swift: Gulliver's Travels

Johnathan Swift- A Biography Gulliver's Travels: A Synopsis Lilliput-Brodingnag-Laputa-Houyhnhnm Gulliver's Travels as a satire The meaning of satire Swift's satirical technique Satire in Gulliver's Travels The Novel: A Critique Popularity of the novel Swift's art of narration

Block 10 Henry Fielding

Joseph Andrews – Book One – Book Two – Book Three – Book Four
Joseph Andrews: A Critique Source Narrative and literary techniques
Burlesque and the mock-heroic – Digressions – The narrator – Themes- Character Sketch

Block 11 Daniel Defoe

A Biography -*Robinson Crusoe*: A Summary -The Novel: A Critique

COURSE OUTCOMES:

- Classify the themes of poems of restoration period
- Explain the essay writings in English
- Analyse the techniques of restoration dramas
- analyse the literary works of the Restoration Age
- Describe the Periodical Essay

References:

1. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
2. Lamb, Charles. *A Dissertation Upon Roast Pig & Other Essays*. Penguin Publisher, 2011.
3. Congreve, William. *The Way of the World*. India: Peacock Books, 2020.
4. B Sheridan, Richard. *The School for Scandal*. India: Bloomsbury, 2015.

Web Resources:

1. <http://public-library.uk/ebooks/27/66.pdf>
2. <https://www.poetryfoundation.org/poems/44129/the-sun-rising>
3. <https://www.bartleby.com/41/372.html>
4. <https://poets.org/poem/ode-west-wind>

Course Title : William Shakespeare

Course Code : BEGC-22

Course Credit : 6

COURSE OBJECTIVES:

CO1: Explain to the students the greatness of Shakespeare as a master craftsman in the genre.

CO2: Discuss select plays of Shakespeare.

CO3: Illustrate the characterization, dramatic and poetic techniques in Shakespearean plays

CO4: Introduce major themes in selected works

CO5: Analyse Shakespearean characters from plays

COURSE SYLLABUS

Block 1 Shakespeare and Elizabethan Stage

Shakespeare -A Biography - Literary career – Criticism Elizabethan Stage - Evolution Public and private theatres Structure of theatres- Acting

Block 2 Shakespearean Comedy and Tragedy

Comic ingredients – Types Trgedy -Types Characteristics

Block 3 *As you Like it*

The Symmary of the Play – Act I –Act II-Act III-Act IV-Act V -The Play: A Critique Pastoral tradition- The theme of love Imagery Songs and masque - Character Sketch -Rosalind Orlando -Touchstone

Block 4 *King Lear*

Act I - Act II - Act III - Act IV Act V -An Analysis of the Play -The theme -The plot- The atmosphere -Character Sketch- King Lear-Cordelia-Kent-The Fool

Block 5 *Julius Caesar*

Act I Act II Act III Act III Act IV Act V – An Analysis of the Play -Treatment of history Storm scene: dramatic significance- Character Sketch- Brutus -Julius Caesar -The ghost of Caesar- Mark Antony -Portia and Calpurnia -The mob

Block 6 *Richard II*

Act I Act II Act II Act III Act IV Act V - An Analysis of the Play- Character Sketch -Richard II -Bolingbroke

Block 7 Shakespearean Characters

Women Characters – The patient type – The pleasant type – The silent, loving type – The ruthless and selfish type - The witch villains-Types Motives- Consequences of villainy Clowns and Fools -The clown -The fool

COURSE LEARNING OUTCOMES:

- Illustrate the beauty of Shakespeare’s language and his contribution to English literature and language.
- Critically analyse the various types of theatre.
- Apply the themes of the plays to real life situations
- Explain different types of characters in Shakespeare’s plays
- Identify major themes in plays

References:

1. Albert, Edward. *History of English Literature*. India: Oxford University Press, 2017.
2. Hinton, Peter. *William Shakespeare: an overview of his life, times, and work*. Canada: NAC English Theatre company educational publication, 2008.
3. Shakespeare, Williams. *As you like it*. India: Fingerprint Publishing, 2018.
4. Shakespeare, Williams. *Measure for Measure*. Penguin Black Classics; UK ed. Edition 2015.
5. Shakespeare, Williams, *King Lear*. India: Maple Press; First edition. 2014.
6. Shakespeare, Williams. *Julius Caesar*. India: Maple Press, 2012.
7. Shakespeare, Williams. *Othello*. India: Fingerprint Publishing, 2019.
8. Shakespeare, Williams. *King Hendry IV*. New York: Harper Press, 2011.
9. Gale. *Criticism of William Shakespeare's Plays and Poetry, from the First Published Appraisals to Current Evaluations*. Blackbirch Press, 2020.

Web Resources:

1. <https://shakespeare.folger.edu/>
2. <https://www.historic-uk.com/HistoryUK/HistoryofEngland/William-Shakespeare/>

Course Title : Introduction to Communication Studies

Course Code : BEGC-23

Course Credit : 6

COURSE OBJECTIVES:

CO1: Describe the fundamental principles of communication

CO2: Explain Communication Theory

CO3: Introduce Communication Models

CO4: Develop communication skills

CO5: Explain different types of communication

COURSE SYLLABUS

Block 1 Communication Studies: An Exposition

Process of communication – Types of Communication -History of Communication
-North America- Germany- Methods of Studying Communication Media and
Communication- Theoretical and Pedagogical Value

Block 2 Communication Theory

Introducing Communication Theories – Properties of a Good- Theory Good
Theory: Scientific Criteria Aesthetic Criteria for a Good Theory -Contexts / Levels
Traditions -Theories of communication- Uncertainty Reduction -Propaganda and
the Public- Uses and Gratifications -Media Dependency -The Frankfurt School of
Thought -Culture Theory -The Metaphor of Space and Speed Network Society:
Implications for Communication New Economy: Time and Space- New Techno-
Economy Paradigm -Global Economy -Main Features of New Economy

Block 3 Communication Models

Theoretical Foundations - Semiotic theory: Meaning in word Cybernetic theory:
Meaning in the transfer of Information Dialogic theory: Meaning through
dialogues Discourse analysis: Meaning and social contexts- Communication -
Framework Concept of communication -Models of Communication -Models of
Communications -The Aristotle model -The Lasswell model -The Shannon and
Weaver model -The Wendell Johnsons model -The Wilbur Schramm model -The
David Berlo model -Some more models -Transmission Communication Model: A
Critique- The Model Elements of the Model -Derivative Models -Intermediary
model -Interactive model -Transaction model -Ecological model

Block 4 Semiotics

Semiotics and Linguistics – A Critique Signs Saussurean sign Peircean sign
Signs: A Critical Outlook Related Concepts - Codes-Medium-Channel-
Redundancy-Entropy Textual Analysis

Block 5 Communication Research

Introducing Ethnomethodology – History Policies and methods -Content Analysis
Content analysis as an evaluation approach -The process of a content analysis -
Approaches within content analysis -Metonymy Metonymy vs. Metaphor
Metonymy as a rhetorical strategy -Synecdoche and metonymy -Meaning
Denotative meaning -Connotative meaning -Structure Context

COURSE OUTCOMES:

- Define the communication theory
- Classify the codes of communication
- Apply various modes of communication
- Analyse the methods of communication
- Illustrate communication research

References:

1. Sheila Steignberg. An Introduction to Communication Studies. Juta & Co. Ltd. 2007
2. Adrew Beck. Et.al. Communication Studies: The Essential Resources. Routledge, 2004.

Web Resources:

1. https://swayam.gov.in/explorer?category=Domain_33
2. <https://nptel.ac.in/content/storage2/courses/109104030/Module1/Lecture1.pdf>

THIRD YEAR

Course Title : **Romantic Age**
Course Code : **BEGC-31**
Course Credit : **6**

COURSE OBJECTIVES:

- CO1:** Introduce the romantic age of English literature
CO2: Inculcate the themes of nature prevailing in romantic poems
CO3: Explain about the drama and fictional writings of romantic age
CO4: Introduce major writers from Romantic Age
CO5: Evaluate major works from Romantic Age

COURSE SYLLABUS

Block-1 William Wordsworth

Biographical Details - Themes in Wordsworth's Poems Some Important Poems-
The Prelude -Lyrical Ballads- Glossary

Block-2 Samuel Taylor Coleridge

Biographical Details-Coleridge's Place in English Literature -Coleridge's Poems
Romantic poems -Personal poems -Political poems -Aspects of Coleridge -
Coleridge as a critic Coleridge as a metrical artist -Coleridge's music- *Ancient
Mariner: An Analysis* Sources- A summary Symbolism- Narrative power
Versification Form- A commentary Wordsworth and Coleridge: A Comparison

Block-3 John Keats

Biographical Details- Ode - Origin and Development- Keats' Poems -Themes
Imagery -Negative capability- *Ode on a Grecian Urn: An Analysis- Ode to
Autumn: A Commentary*

Block-4 Percy Bsyche Shelley

Biographical Details - Shelley's Poetry- *Ode to the West Wind- Ode to a Skylark*
Shelley Ode to the West Wind and Keats to Autumn – A Comparison-*A Defence
of Poetry*-Origin and Background -An Analysis Sidney and Shelley

Block-5 Oliver Goldsmith

Biographical details-Sentimental Comedy -Meaning Goldsmith's views- *She
Stoops to Conquer: The Play* -The Plot- A Critique Character Sketches

Block-6 Sir Walter Scott

Biographical Details - Scott's Works- Themes Techniques- *Ivanhoe: The Novel*
Structure Characters Places- Critical appreciation

Block-7 Jane Austen

The World of Jane Austen-Themes, motifs, symbols Use of the novel as an art form women characters Style Irony Satire Humour Realism Austen as a Novelist of Manners- *Emma*: The Novel -The plot -Character sketch

Block-9 Mary Shelley

Frankenstein- The Novel -Background -The plot -Themes- Characters- Letters
The setting

COURSE OUTCOMES:

- Compare the themes of romantic poems
- Examine the nature in romantic poems
- Analyse the supernatural elements in the drama and fiction belonging to romantic age
- Enumerate the ideas of English romantic writers
- Explain the major themes, character and structure of the novel

References:

1. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
2. David Green. *The Winged Word: An Anthology of Poems for Degree Course*. Macmillan, Madras, 1974
3. Stanley Appelbaum. *English Romantic Poetry: An Anthology*. Dover Publications, 08-Nov-1996
4. Goldsmith, Oliver. *She Stoops to Conquer*. India: Peacock Books, 2019.
5. Austen, Jane. *Emma*. India: Fingerprint, 2014.

Web Resources:

1. <http://public-library.uk/ebooks/27/66.pdf>
2. <https://www.poetryfoundation.org/poems/44129/the-sun-rising>
3. <https://www.bartleby.com/41/372.html>
4. <https://poets.org/poem/ode-west-wind>

Course Title : **Victorian Age**
Course Code : **BEGC-32**
Course Credit : **6**

COURSE OBJECTIVES:

- CO1:** Introduce the Victorian age
- CO2:** Inculcate the critical attitudes towards Victorian literature
- CO3:** Introduce major writers from Victorian age
- CO4:** Evaluate major works from Victorian age
- CO5:** Identify themes of famous novels of Victorian Age

COURSE SYLLABUS

Block-1 Victorian Age: An Introduction

Early Victorian-The period of troubles- Mid Victorian: The period of economic prosperity and religious controversy -Late Victorian: The period of decay of values -The nineties-Literary Trends-Poetry-Prose-Novel-Drama

Block-2 Tennyson and Browning

Alfred Lord Tennyson (1809 – 1892) Aspects of Tennyson's poetry- *Ulysses*- A Summary The poem: A critique -Robert Browning (1812 – 1889) Browning's poetry- *My Last Duchess*- A summary The poem: A critique

Block-3 Arnold and Rossetti

Matthew Arnold-*Dover Beach*: A Summary The poem- A critique -Dante Gabriel Rossetti- *The Blessed Damozel*- A summary -The poem-A critique

Block-4 John Ruskin

Sesame and Lilies-The Work- *Of King's Treasuries*-An Analysis -How to read and enjoy books -Why the English cannot read -*Of Queen's Garden*-An Analysis - Ideal womanhood -The kind of education women need -Women in state affairs

Block-5 Thomas Carlyle

A Biography -Some Works of Carlyle-Summary -*Hero As Poet*: The Essay - History of the heroic ideal -Dante as hero poet -Shakespeare as hero poet

Block-6 Oscar Wilde

The Importance of Being Earnest-A Summary -Act I Act II Act III- An Analysis of the Play -Main themes -Major characters

Block-7 George Bernard Shaw

Pygmalion-A Summary -Act I -Act II -Act III- Act IV -Act V -Pygmalion: A Critical -Analysis Structure -Main themes- Major characters

Block-8 Charles Dickens

Hard Times- A Summary -The first book-Sowing- The second book - Reaping - The third book- Garnering - *Hard Times*: An Analysis -Themes -Character sketch

Block-9 Thomas Hardy

Hardy as a regional novelist -Hardy's characters Plot construction -Conception of life -*Tess of the D'Urbervilles*-A Summary- A Critical Analysis of the Novel - Themes- Character Sketch

Block-10 Wilkie Collins

The Woman in white-A Summary-Walter Hartright's narrative -Vincent Gilmore's narrative -Marian Halcombe's narrative -Marian Halcombe's narrative - Michelson's narrative -Hester Pinhorn's narrative -Walter Hartright's second narrative -A Critical Analysis of the novel -The narrative technique Character sketch

COURSE OUTCOMES:

- Evaluate the themes of the poems of Victorian age
- Examine how the essays reflect the society
- Identify the basic aspects of Victorian literature and culture
- Enumerate the major ideas of the novels
- Critically analyse poems, novels and drama

References:

1. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
2. Ruskin, John. *Sesame and Lilies*. Ingram short title, 2008.
3. Carlyle, Thomas. *The Hero as Poet*. United States: Kessinger Publishing, 2010.
4. G B Shaw. *Pygmalion*. Maple Press, 2014
5. Dickens, Charles. *Hard Time*. India: Prakash Book Depot, 2018.

Web Resources:

1. <http://public-library.uk/ebooks/27/66.pdf>
2. <https://www.poetryfoundation.org/poems/44129/the-sun-rising>
3. <https://www.bartleby.com/41/372.html>

4. <https://poets.org/poem/ode-west-wind>

Course Title : **Modern English Literature**
Course Code : **BEGC-33**
Course Credit : **6**

COURSE OBJECTIVES:

- CO1:** Introduce Twentieth Century English Literature
- CO2:** Imbibe the essays of of modern period
- CO3:** Aware of the themes of modern dramas
- CO4:** Inculcate the narrative techniques
- CO5:** Introduce major writers from Twentieth Century

COURSE SYLLABUS

Block-1 Poetry

Twentieth Century English Literature-Themes and techniques -Types of poetry-
T.S. Eliot The poem: *Journey of the Magi* -Summary of the poem -W.H. Auden
The poem: *The Unknown Citizen* -Summary of the poem-

Block-2 W.B. Yeats, Rupert Brooke and Wilfred Owen

W.B. Yeats: *Easter 1916* -Summary of the poem -Rupert Brooke: *The Solider*
Summary of the poem -Wilfred Owen: *Strange Meeting* -Summary of the poem

Block-3 Prose

Aldous Huxley-*Work and Leisure* -G.K. Chesterton: *Running After One's Hat*- L.P.
Hartley: *A Penny for Thoughts*- A.G. Gardiner: *On Superstitions*

Block-4 Drama

Absurd Drama-Theatre of the absurd -Major absurd dramatists -Samuel Beckett
Waiting for Godot: The play A critique of the play -John Osborne- *Look Back in
Anger*: The play An analysis of the play

Block-5 Fiction

H.G. Wells-*The Invisible Man* -Graham Greene: *Heart of the Matter* -E.M.
Forster: *A Passage to India* -A summary of the novel -Recurring themes -
Character sketch -Narrative techniques -Language and style

COURSE OUTCOMES:

- Explain the salient features of the 20th Century poetry
- Identify the social concerns of essayists of 20th Century
- Explain various dramatic techniques
- Critically analyse literary texts of the twentieth century
- Enumerate the characteristics of the 20th Century fiction
- Examine the key elements that are distinctive of twentieth century literature

Refernces:

1. T.S Eliot. Complete Poems and Plays, 1909-1950.
2. Poems by W.H. Auden. Faber and Faber Ltd.
3. G.K.Chesterton. On running after one's hat and other whimsies. Maudsley Press,2007

4. Samuel Beckett. Waiting for Godot. Faber and Faber
5. Osborne, John. Look Back in Anger: A Play in Three Acts. New Delhi: Oxford. University Press, Faber and Faber Ltd., 1992
6. Wells, H.G. The Time Machine and The Invisible Man. Race Point Publishing, 2017.

Course Title : **Phonetics and Spoken English**
Course Code : **BEGC-34**
Course Credit : **8**

COURSE OBJECTIVES:

- CO1:** Introduce speech mechanism in English
- CO2:** Aware of classification of sounds in English and English rhythm
- CO3:** Inculcate the International Phonetic Alphabet
- CO4:** Describe the syllable and consonant cluster
- CO5:** Explain different levels of stress

COURSE SYLLABUS

Block-1 The Speech Mechanism

Speech Mechanism - The respiratory system- The phonatory system -The articulatory system -Speech -Sounds Classification

Block-2 Description and Classification and Vowels

Criteria-Place of articulation -Manner of articulation -phonetic description of consonants -Description and Classification of Vowel -Criteria -The part of the tongue raised -The height of the tongue -The different lip positions -Cardinal vowels

Block-3 Phonetic Transcription and Phonology

Phonetic Transcription - international Phonetic Alphabet -Phonetic transcription - The Phoneme Phonetics and Phonology Study of the phonemic system - phonemics sequences and syllable structure -Suprasegmental phonology

Block-4 Consonants

The Consonant -Phonemes of English-Choosing a model- The phonetic symbols - Pract Practising the symbols -Consonant sounds and spelling: Relationship - Classification of consonants on a chart -Detailed Description of Consonants - Plosives -Affricates -Nasals -Fricatives -Lateral Approximant -Approximants Distinguishing among consonants /f/ & /v/ Some more consonants

Block-5 structure

The structure-Types -Division of words into syllables- Initial two – consonant clusters -Initial three – consonant initial clusters -Final Consonant -clusters Final two – consonant clusters -Final three – consonant clusters -Final four – consonant clusters

Block-6 The Vowels of English

The phonetic symbols -Practising - The symbols -Relationship between vowel sounds and spelling -Detailed Description of the Vowels of English -The monophthongs or pure vowels of English -The diphthongs of English Distinguishing Among Vowels

Block-7 Word Stress in English

Word Stress - Mechanics Dividing a word into syllables -Degrees of prominence
Levels of stress -Placement of stress on the word- Patterns of stresses in English words
Functions of word stress -Placement of primary stress on words: Rules

Block-8 Word Stress in Rhythm

Sentence Stress - Rhythm Weak forms -Contracted forms -Use of strong forms of grammatical words

Block-9 Intonation

The tone unit-The tonic syllable or the nucleus -Nuclear tone -Functions of Intonation -Grammatical function -Accentual function- Attitudinal function- Uses of Tones Falling tone -Rising tone -The Falling – rising tone -Rising – falling tone

COURSE OUTCOMES:

- Distinguish between the vowels and consonants
- Discuss the place and manner of articulations
- Differentiate between phonetic and phonemic transcriptions
- Transcribe the words and divide the syllable structure
- Identify the different patterns of word stress

References:

1. Wood F.T. *An Outline History of the English Language*. India: Laxmi Publications, 2014.
2. Albert C. Baugh & Thomas Cable. *A History of the English Language*. Routledge, 1993.
3. Balasubramanian. *Textbook of English Phonetics for Indian Students*. India: Laxmi Publication, 2017.
4. Noam Chomsky & Morris Halle. *The Sound Pattern of English*. New York: Harper & Row Publishers, 1968.
5. Abraham, Werner. *Modality in Syntax, Semantics and Pragmatics*. Cambridge University Press, 2020.

Web Resources:

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-language/>
2. <http://languagesindanger.eu/book-of-knowledge/the-sounds-of-language/>
3. <http://cse.iitkgp.ac.in/~sudeshna/courses/NLP19/Lec3-intro2-18-July-19.pdf>

Course Title : **Communication Skills**
Course Code : **BEGC-35**
Course Credit : **8**

COURSE OBJECTIVES:

CO1: Inculcate LSRW skills of language learning

CO2: Train the learners to overcome the communication barriers

CO3: Aware of the importance of listening skills

CO4: Enhance speaking and presentation skills

CO5: Train to participate in group discussions and telephonic conversation

COURSE SYLLABUS

Block-1 Introduction to Communication Skills

The Evolution of Communication-Need for communication -Need for Effective Communication Effective -Communication-An Acquired Skill -What are Communication Skills? -Types of Communication- Key Ingredients to Effective Communication -Believability -Speak to the First Brain -First Effective Communication Verbal, Vocal or Visual? Inconsistency is a Problem -The Personality Factor -The Various Stages of Interpersonal Communication -Tips on Improving Communication Skills

Block-2 Barriers to Communication

Barriers at Various Stages in the Process of Communication – Encoding -The Sender's Lack of Knowledge of His Audience -The Sender's Lack of Knowledge of Subject -The Sender Giving Excess Information- The Sender's Lack of Language Skill -The Sender's Emotional Quotient -Sending the Message-Distractions-Medium Barrier-Red Tape-Decoding-Receiver's Lack of Awareness-Feed Back Communication Barriers Language Barriers-Perceptual Barriers- Emotional Barriers-Physical Barriers-Cultural Barriers-Gender Barriers-Interpersonal Barriers-Barriers and Different Modes of Communication-Listening Barriers- Barriers While Speaking and Writing-Non-Verbal Barriers-Overcoming Barriers

Block-3 Active Listening

Listening as a Communication Skill-What is Active Listening? -Difference between Hearing and Listening -Various Aspects of Active Listening-Acknowledging-Repeating-Reflecting-Accepting-Attending-Providing -Feedback Characteristics of Effective Feedback - How to React to Threatening Feedback - Suggestions for Improving Active Listening Skills

Block-4 Speaking Skills

An Effective Message – The Role of Voice in Speaking Ambiguity Avoidance-Repeat for Confirmation - Write for Confidence – Establish the Context Practical Points – Assertiveness-Confrontations-Seeking Information-Let Others Speak-To Finish

Block-5 Presentation Skills

Planning-Formulate the Objectives Identify the Audience-Structure-Visual Aids-
The Delivery-The Techniques of Speech-Evaluation

Block-6 The Telephone Skills

The Significance of making effective phone calls-The Telephone as a means of
Communication-Listening-Voice-Developing Telephone Skills-Preparing for the
Call-Controlling the Calls-Transferring Calls-Follow-up Action after the Call-
Making a Call-Difficult Calls Difficult Callers-Last Impression-Taking Messages

Block 7 Group Discussion

The Objectives of Group Discussion-Group Discussion Types-Analysing the Topic-
Actual Participation-When to Speak-The Opening Speaker-Take Notes-How to
Contribute Meaningfully-Body language

Block 8 Reading Skills

The Purpose of Reading – First Step in Reading Improvement Measuring the
Reading Growth Habits that Hinder Reading Growth The Process of Reading
Developing Reading Comprehension Heeding the Signposts The Go-Ahead
Signals The Turn-About Signals The Art Of Reading Paragraphs Grasping Details
Other Strategies for Improving Reading Skill Anticipation-Previewing-Purposes
and Patterns Sharing Experience Pattern Question-Answer Pattern Imparting
Information Pattern Opinion-Reason Pattern Substantiated Facts Pattern
Skimming-Scanning

Block 9 Write Right

Writing as a means of Communication – The Three Stages of Writing Pre-writing-
Writing-Revising/Re-writing Why Worry? Structure-Layout Simple-Errors-Jargon

Block 10 Non-Verbal Communication

Major Areas of Non-Verbal Communication - Detailed Analysis of Non-Verbal
Communication – Eye Communication-Posture and Movement Gesture/Facial
Expression Voice and Vocal Variety Language, Pauses and Non-Words Dress and
Appearance

COURSE OUTCOMES:

- Define communication skills
- Analyse the common barriers to communication

- Explain various aspects of active listening
- Elucidate the significance of voice modulation in speaking
- Use of body language during a presentation

References:

1. Wood F.T. *An Outline History of the English Language*. India: Laxmi Publications, 2014.
2. Albert C. Baugh & Thomas Cable. *A History of the English Language*. Routledge, 1993.
3. Balasubramanian. *Textbook of English Phonetics for Indian Students*. India: Laxmi Publication, 2017.
4. Noam Chomsky & Morris Halle. *The Sound Pattern of English*. New York: Harper & Row Publishers, 1968.
5. Abraham, Werner. *Modality in Syntax, Semantics and Pragmatics*. Cambridge University Press, 2020.

Web Resources:

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-language/>
2. <http://languagesindanger.eu/book-of-knowledge/the-sounds-of-language/>
3. <http://cse.iitkgp.ac.in/~sudeshna/courses/NLP19/Lec3-intro2-18-July-19.pdf>

