

BA ENGLISH
(with specialization in English Language Teaching)
CURRICULUM

Introduction

The study of literature, language and culture has been, perhaps one of the most popular academic disciplines all over the world. Though it suffered a minor setback during the heydays of technology programmes, now universities are witnessing enrolment of students in large numbers in humanities and language programmes. The revived interest in literature and other subjects of humanities must be seen as a healthy sign as the world is getting torn apart, caught in issues related to regional, linguistic, and religious fundamentalism.

Secondly, the field of teaching demands more professionalism in the fast-changing modern world; as a result, more theorization and research are taking place in the comparatively younger sub- disciplines such as Second Language Acquisition (SLA), Teaching English as a second Language (TESL) and so on.

Consequently, efforts have been made by universities in re-structuring UG courses in Languages and Humanities by incorporating in their syllabuses, aspects and elements of professionalism, and practical application of theories, so that those who enter the teaching profession later, will be proving themselves as better professionals. The UG course, **BA ENGLISH (with Specialization in English Language Teaching)** is one such course with unique features of blending theory, research and practice.

The Programme offers immense scope for securing admission to postgraduate programme in English, considering the density and coverage the syllabus offers in both language and literature. What is more, is the thrust on the practical aspects on language studies such as ‘Applied Phonetics’, and language teaching such as ‘Practice Teaching’ and ‘Project’.

Structure of the Programme

No. of semesters: 6 (six)

No. of credits: 140

No. of teaching hours per week: 20 on an average

No. of lab hours per week: 6 on an average

No. of hours of library work per week: 4 on an average

Distribution of marks: 50% for Internal Assessment + 50% for End-Semester Examination.

Semester - I

S. No	Sub. Code	Course Title	L	T	P	C	TCH
1.	BEL102	Extensive Reading & Critical Thinking	3	0	2	4	5
2.	BEL103	Oral Communication Skills I	2	0	4	4	5
3.	BEL104	Functional Grammar I	4	0	0	4	5
4.	BEL105	Communicative Writing I	4	0	0	4	5
5.	BEL106	Indian Writing in English	4	0	0	4	5
6.	BCS102	Computer Applications	4	0	0	3	5
TOTAL						23	30

Semester - II

S. No	Sub. Code	Course Title	L	T	P	C	TCH	
1.	BEL202	Intensive Reading & Critical Thinking	4	0	0	4	5	
2.	BEL203	Oral Communication Skills 2	2	0	4	4	5	
3.	BEL204	Functional Grammar I	4	0	0	4	5	
4.	BEL205	Communicative Writing 2	4	0	0	4	5	
5.	BEL206	Indian Literature in Translation	4	0	0	4	5	
6.	BEL207	Introduction to Media Studies	4	0	0	3	5	
TOTAL							23	30

Semester - III

S. No	Sub. Code	Course Title	L	T	P	C	TCH	
1.	BEL302	Reading for Academic Purposes	4	0	0	4	5	
2.	BEL303	Advanced Academic Writing	4	0	0	4	5	
3.	BEL304	Introduction to Linguistics	3	0	2	4	5	
4.	BEL305	British Literature Part I	4	0	0	4	5	
5.	BEL306	British Literature Part II	4	0	0	4	5	
6.	BEL307	Writing for Media: Theory & Practice	2	0	2	3	5	
TOTAL							23	30

Semester - IV

S. No	Sub. Code	Course Title	L	T	P	C	TCH	
1.	BEL402	Structure of English Language	4	0	0	4	5	
2.	BEL403	Applied Phonetics	3	0	2	4	5	
3.	BEL404	British literature Part III	4	0	0	4	5	
4.	BEL405	British literature Part IV	4	0	0	4	5	
5.	BEL406	American Literature	4	0	0	4	5	
6.	BEL407	Introduction to Translation Studies	4	0	0	4	5	
TOTAL							24	30

Semester - V

S. No	Sub. Code	Course Title	L	T	P	C	TCH	
1.	BEL501	Introduction to Applied Linguistics	3	0	2	4	5	
2.	BEL502	Teaching English as a Second Language I	3	0	2	4	5	
3.	BEL503	Major Author(Guided study)	2	4	0	4	5	
4.	BEL504	British Literature Part V	4	0	0	4	5	
5.	BEL505	Literary Criticism I	4	0	0	4	5	
6.	BEL506	Introduction to Academic Management	2	0	2	3	5	
TOTAL							23	30

Semester - VI

S. No	Sub. Code	Course Title	L	T	P	C	TCH	
1.	BEL601	Teaching English as a Second Language II	3	0	2	4	5	
2.	BEL602	British Literature Part VI	4	0	0	4	5	
3.	BEL603	Film Studies: Introduction	3	0	2	4	5	
4.	BEL604	Literary Criticism II	4	0	0	4	5	
5.	BEL605	Practice Teaching	2	2	2	4	5	
6.	BEL606	Project	2	2	2	4	5	
TOTAL							24	30

Contents of the Programme

Section A (Foundation Courses: FC)

1. Extensive Reading & Critical Thinking
2. Intensive Reading & Critical Thinking
3. Oral Communication Skills I
4. Oral Communication Skills II
5. Functional Grammar I
6. Functional Grammar II
7. Communicative Writing I
8. Communicative Writing II
9. Reading for Academic Purposes
10. Advanced Academic Writing

Section B (Core Courses: CC) 1

11. British Literature Part I
12. British Literature Part II
13. British Literature Part III
14. British Literature Part IV
15. British Literature Part V
16. British Literature Part VI

Section C (Core Courses: CC) 2

17. Indian Writing in English
18. Indian Literatures in Translation
19. American Literature
20. Major author (Guided study)

Section D (Core Courses: CC) 3

21. Literary Criticism I
22. Literary Criticism II

Section E (Core Courses: CC) 4

23. Introduction to Linguistics
24. Structure of English Language
25. Applied Phonetics
26. Introduction to Applied Linguistics
27. Teaching English as a Second Language I
28. Teaching English as a Second Language II

Section F (Complementary Courses: Com.C)

29. Computer Applications
30. Introduction to Academic Management

Section G (Elective Courses: EC)

31. Introduction to Media Studies
32. Writing for Media: Theory & Practice
33. Introduction to Translation Studies
34. Introduction to Film Studies

Section H (Practical Courses: PC)

35. Practice Teaching
36. Project

Distribution of the Courses on the Programme

Semester I	Credits
1. FC 1. Extensive Reading & Critical Thinking	4 (3lect.+2 lab)
2. FC 3. Oral Communication Skills I	4 (2lect+4 lab)
3. FC 5. Functional Grammar I	4
4. FC 7. Communicative Writing I	4
5. CC.17. Indian Writing in English	4
6. Com C.29. Computer Applications	3 (2lect+2 lab)

Total credits: 23

Total hours: Class:19+ Language Lab: 6+ Computer lab 2+Library: 3= 30 hrs.

Semester II	
7. FC 2. Intensive Reading & Critical Thinking	4
8. FC 4. Oral Communication Skills 2	4(2lect+4 lab)
9. FC 6. Functional Grammar I	4
10. FC 8 Communicative Writing 2	4
11. CC 18. Indian Literature in Translation	4
12. EC 31. Introduction to Media Studies	3 (2lect+2 lab)

Total credits: 23

Total hours: Class:20 + Language Lab: 6 +Library: 4= 30 hrs.

Semester III	
13. FC 9. Reading for Academic Purposes	4
14. FC 10. Advanced Academic Writing	4
15. CC 23 Introduction to Linguistics	4 (3lect+2Lab)
16. CC 11. British Literature Part I	4
17. CC 12. British Literature Part II	4
18. EC 32. Writing for Media: Theory & Practice	3 (2lect+2 lab)

Total credits 23

Total hours: Class:21+ Language Lab: 4+ Library:5 = 30 hrs.

Semester IV	
19. CC 24. Structure of English Language	4
20. CC 25. Applied Phonetics	4(2lect+4 lab)
21. CC 13. British literature Part III	4
22. CC 14. British literature Part IV	4
23. CC 19. American Literature	4
24. EC 33. Introduction to Translation Studies	4

Total credits 24

Total hours: Class:22 + Language Lab: 4 + Library: 4= 30 hrs.

Semester V

25. CC 26 Introduction to Applied Linguistics	4(3lect+2lab)
26. CC 27. Teaching English as a Second Language I	4(3lect+2lab)
27. CC 20. Major Author (Guided study)	4(2 lect+2 Tut+2Lab)
28. CC15. British Literature Part V	4
29. CC 21. Literary Criticism I	4
30. Com C 30. Introduction to Academic Management	3 (2lect+2Lab)

Total credits: 23

Total hours: Class:20 +Language Lab: 6+Library:4 = 30 hrs.

Semester VI

31. CC 28. Teaching English as a Second Language II	4(3lect+2 lab)
32. CC16. British Literature Part VI	4
33. EC34. Introduction to Film Studies:	4 (2lect+4lab)
34. CC 22 Literary Criticism II	4
35. PC 35. Practice Teaching	4(2lect+2Tut+2 Lab)
36. PC. 36. Project	4(2Lect+2Tut+2Lab)

Total credits: 24

Total hours: Class:19 + Language Lab: 8+ Library:3 = 30 hrs.

Guidelines for Internal Assessment

1. Tests for internal assessment for **FC 3 and FC 4 (Oral Communication Skills I & II)** will be exclusively oral tests. The tests will be conducted in installments and during the periods of Internal Exams.for groups of 10 students by a Board of Examiners with at least three on the Board —the teacher who teaches the class plus two others, either from the Department of English or from any other Department.
2. Each candidate will be tested individually, as well as in small group, with Group Discussion as one among the modes of testing.
3. Internal evaluation for **CC 26 (Applied Phonetics)** will be partly oral, and partly written.
4. Auditing of **PC 35 (Practice Teaching)** will be based on (i) Self Evaluation, (ii) Peer Evaluation, and (iii) Observer Evaluation.
5. Blind evaluation of the Report of **PC 36 (Project)** will be done by the Project Supervisor as Internal Examiner and another faculty from the Department as External Examiner. In case of a difference of 11% or more marks between the two evaluations, a third evaluation will be done.

Guidelines for setting question papers for Internal and End-Semester Examinations(will be submitted later).

DETAILED SYLLABUS

SEMESTER I

BEL 102	Intensive Reading & Critical Thinking	L T P C 4 0 0 4
GOALS To enable the learners to identify differences in texts based on the content, purpose of reading, time available for reading and so on.		
OBJECTIVES Since English became popular in India as a library language, reading still remains the major source of input to the majority of learners. Therefore, this course aims at promoting their reading skills and the various sub-skills by providing ample exposure to the learners through a variety of literary and non-literary texts of varying lengths.	OUTCOMES 1. The learners are expected to improve their reading ability by focusing on the message rather than on words. 2. The learners identify the purpose of reading and then choose the corresponding mode or technique of reading.	

Course contents

Module 1. Developing critical thinking skills through visuals (print and electronic)—Identifying differences and similarities between pairs of pictures, illustrations, diagrams etc. and talking about them by working in pairs and small groups.

Module 2 Defining ‘argument’—Components of an argument: Reason and conclusion—illustrating arguments—Identifying arguments from a set of statements and identifying their components.

Module 3. Reading short meaningful extracts from literary and non-literary texts and identifying various types of connections among statements such as reason-result, statement-illustration, cause-effect, result-reason, addition, contradiction/opposite, introduction, furthering, adding, summing up, conclusion and so on.

Module 4. Tracing the texture of texts—Referencing--Anaphoric and cataphoric references—Identifying relationships between topic sentences and subordinate sentences

Module 5. Reading leading to making notes—Random note making—Systematizing conventions—Various formats of note making.

5 Modules X 12 periods

Study materials

1. APJ Abdul Kalam : The Dream and the Message (Ch.1 of *Ignited Minds*) 2002
2. Jerome K Jerome: The man who was a Hospital (*Three men in a Boat*)1991
3. Anne Frank: Diary Entries: Thurs.10 Dec, Sun.13 Dec. & Tue.22Dec. 1942(Excerpts from *The Diary of a Young Girl*)1967
4. David Crystal: English as a Global Language(Extracts 1. First two subsections of *English as a Global Language*)1997
5. Mark McCormack: To Know When to Say ‘It’s none of your business’
6. Osho: Stop the Wheel (Excerpts from *Glimpses of a Golden Childhood*)1997
7. PBhaskaran Nair: Critically Yours (First two chapters)Publications Division, University of Calicut. 2009

Reference materials

G Bassham, W Irvin,HNardone& JM Wallace: Critical Thinking: A Student's Introduction (Mcgraw Hill)

Stella Cortell: Critical Thinking Skills (Palgrave Macmillan)

Chris Swoyer: Critical Reasoning(www.ou.edu.ouphil/faculty/chris/crmscreen.pdf)

John Butterworth & Geoff Thwaites: Thinking Skills (CUP)

Richard Paul & Linda Elder: Critical Thinking: Learn the Tools (Pearson Education)

BEL 103	Oral Communication Skills I	L T P C 2 0 4 4
GOALS To develop the learners' listening and speaking skills so as to enable them to function effectively in multilingual situations.		
OBJECTIVES This course aims at (i) providing the learners with opportunities to <u>listen</u> to enough spoken chunks of language situated in meaningful contexts, both natural and recorded, and (ii) provide maximum classroom situations for interacting through <u>speaking</u> among peers, small groups and with the tutor, in addition to responding to utterances in the slots provided in the recorded versions.	OUTCOMES 1. The learners are expected to listen carefully and comprehend the message fully on listening to naturally spoken utterances as well as recorded ones. 2. The learners are expected to shed away their inhibition and start functioning in multilingual classroom and campus situations.	

Course contents

Module 1.Listening to small meaningful chunks of day to day communication and responding to them naturally--Greetings, formulaic expressions etc. Identifying and listing natural ways of functioning in contexts, based on short extracts taken from plays, or dialogues from fiction

Module 2.Functions in clusters:

Cluster 1. Inviting, responding with thanks, accepting invitation/declining invitation with a valid reason, promising to meet on a later occasion, taking leave & bidding farewell.

2. Apologizing, explaining reason, promising not to repeat the mistake, reassuring, taking leave.

3. Correcting someone, defending the right point or stance, convincing the other etc. 4. Greeting, Appreciating something good, illustrating the point further, Complimenting

5.Complaining, defending logically, demanding things to be set right, producing proof or evidence.

Module 3. Functions in clusters (as given above)

Module 4.Functions in clusters

Module 5.Functions in clusters

Module 6.Telephone conversations_Basic etiquettes

6 Modules X10 periods

Study materials

1. V. Sasikumar, PK Dutt& G Rajeevan: A Course in Listening and Speaking Part I (with CD) (Foundation Books)2005

2. G Damodar, DP Kumari ,KRS Mani & BS Lakshmi: A Course in Listening and Speaking Part II (with CD) (Foundation Books)2005

3. K Sadanand& S Punitha: Spoken English: A Foundation Course Part 1(with CD) (Orient Blackswan)2007

4. K Sadanand & S Punitha: Spoken English: A Foundation Course Part 2 (with CD) (Orient Blackswan) 2007

Reference materials

Krishna Mohan & NP Singh: Speaking English Effectively (Macmillan) 1995

V. Syamala : Effective English Communication (Emerald Publishers) 2002

BEL 104	Functional Grammar I	L T P C 4 0 0 4
<p>GOALS To develop the learners' grammatical competence, so that their overall communicative competence will be enhanced.</p>		
<p>OBJECTIVES This course aims at developing in the learner, communicative competence by re-aligning the components of grammatical competence, already gained back at school. Therefore, instruction begins from a functional point (What to say?) and moves towards a structural or formal point (How to say?)</p>	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. The learners are expected to look at a second language as it has been in use around them, rather than as it exists in a dictionary or a book of grammar. 2. The learners observe carefully the invisible presence of grammar in their own language while in use and try to reach that stage of subconsciously assimilating the grammar of the second language in use. 	

Course contents: All the functions listed under the course title 'Foundation Course 3. Oral Communication Skills I' will be discussed through an approach of functional-formal correspondence. For example, the function 'how to give instructions' corresponds with the formal sentence pattern 'imperatives'

6 Modules X 10 periods

Study materials

Raymond Murphy: Essential English Grammar (CUP) 1992

V. Sasikumar & V Syamala : Form and Function (Emerald) 2003

Reference materials

Raymond Murphy: Murphy's English Grammar (CUP) 2005

Martin Hewings: Advanced Grammar in Use (CUP) 2005

BEL 105	Communicative Writing I	L T P C 4 0 0 4
GOALS To develop the learners' competence in the written mode so that day to day functioning can be made more effective in academic life , and later on job as well as in personal life.		
OBJECTIVES This foundation course takes care of the learner's communicative needs in day to day life as distinct from academic needs which need higher order writing skills. (They are taken care of by FC 10 'Advanced Academic Writing'.	OUTCOMES 1. The learners are expected to perform in the written mode of English by expressing themselves through short messages, memos and letters to friends and classmates. 2. The learners enumerate the good and bad in writing from the samples they encounter in day to day functioning.	

Course contents

Module 1.(a)Messages (informal, formal)(b)Memos (c) Formal letters of invitation (d) personal letters of invitation

Module 2. (a)Short paragraphs (b)Describing objects (c) Describing places(d) Describing human scenes (e)Describing landscapes (f) Describing people (g) Describing natural processes (h) Describing processes(man-made)

Module 3. Expanding short aphorisms, proverbs, quotes, idioms etc. into short paragraphs

Module 4. Writing formal letters (a) business (b) official

Module 5. Making posters for various occasions such as World Wildlife Day, AIDS Awareness, Anti-Ragging etc.

Module 6. Writing (a)Short publicity materials,(b) Brochures (c) user manuals, (d)warranty cards (e) captions.

6 Modules X 10 periods

Study materials

1. ML Tickoo& V Sasikumar: Writing with a Purpose (Oxford University Press)1987
2. V Narayanaswami: Strengthen Your Writing (Orient Black Swan)1979
3. GR Pillai, K Rajeevan& PB Nair: Written English for You (Emerald Publishers)1990
4. G Rajeevan: Write it Right(Oxford University Press)2014

Reference materials

1. The Oxford Guide to Writing
2. Tricia Hedge : Writing 1998.

BEL 106	Indian Writing in English	L T P C 4 0 0 4
GOALS To introduce the learners to the world of literature, to begin with the less culturally complex texts of Indian background.		
OBJECTIVES This course aims atfamiliarizing the learners with that body of English literature written by Indians, and thereby enable them to understand how Indian writers use a foreign language to represent Indian realities.	OUTCOMES 1. The learners read literary works of varying linguistic difficulty and complexity and try to enrich their language repertoire by way of vocabulary and structure. 2. The learners start appreciating the literariness of the pieces they read in terms of metaphor, simile, rhythm, music and so on.	

Course contents *Star mark indicates 'for detailed study'.

Module 1.Poetry—Rabindranath Tagore:* Leave this singing and chanting and telling of beads...--Sarojini Naidu: *The Indian Weavers—AK Ramanujan: Small-scale Reflections on a Great House—Kamala Das: *An Introduction—Gieve Patel: *On Killing a Tree -- NizimEzhikkail: A Very Indian Poem in Indian English

Module 2.Drama: GirishKarnad: *Hayavadana—Asifcuurimbhoy: The Dumb Dancer—Guru Charan Das: Larin’s Sahib

Module 3.Fiction: RK Narayan: The Guide—AmitavGhosh: The Shadow Lines— ShashiDeshpande: My Beloved Charioteer—

Module 4. Prose: S Radhakrishnan: Humanities vsSciences(*First four subsections)— Satyajit Ray: Odds against Us –J Krishnamurti: * Function of Education --Arundhati Roy: The Ladies have Feeling.

4 Modules X 15periods

Reference materials: KR SrinivasaIyengar: Indian Writing in EnglishMH Abrams : A Glossary of Literary Terms(Harcourt Brace) 1971.

BCS 102	Computer Applications	L T P C
GOALS		
To make the students understand the basic concepts of Computer Science.		
OBJECTIVES 1. To understand the data processing 2. To get knowledge of Windows Explorer 3. To understand the word processing and spreadsheets.	OUTCOMES 1.They will be able to do the Data processing 2.They will be able to use Windows. 3.They will be able to work on word and spreadsheet applications.	4 0 0 3

Module 1.Introduction

Computer – definition - Computer users - Computer for individual users - Computer for organizations - Computer in society –Components of Computer - input unit - output unit- storage unit CPU- Computer data - Information – Data Processing -Data Storage and Data retrieval capabilities- Computer related jobs in business.

Module 2.Windows Explorer

Windows explorer - My Documents.My Computer. Recycle Bin, Open, Close, Resize, Minimize, Move and Customize Windows ,The Start Menu, Searching for Files, Move, Copy, Save, Name, Delete and Backup files and folders, Windows Help: Search, Index. Help Online

Module 3.Word Processing

Word Processing Programs and their Uses – Word Processor’s Interface – Editing Text – Formatting Text – Special Features of Word – Desktop Publishing Service – Converting doc into www pages-

Module 4.Spreadsheet Software

Spreadsheet Programs – applications – Spreadsheet package features, attributes - structure, label,data, importing data, formula, functions – data handling – Managing workbooks.

Module 5.Internet And Multimedia

Internet Connectivity. – WWW- Creating a email account- Search engines- Computers and Health – Viruses – Computer Crime – Multimedia -Tools of Multimedia – Developing PowerPoint presentation.

5 Modules X 9periods

Textbooks

1. D.P. Curtin, K. Foley, K.Sen and C. Morin, “Information Technology – The Breaking Wave”, TMH Edition, 1998
2. ITL ESL, “Introduction to Information Technology”, Pearson Education, 2005.
- 3 Peter Norton, “Introduction to Computers”, 4th Edition, TMH Ltd, New Delhi,
- 4 Michael Miller, Absolute Beginner’s guide to computer Basics, Fourth Edition, Pearson Education (2007).

SEMESTER II

BEL 202	Intensive Reading & Critical Thinking	L T P C
GOALS To enhance the learners’ reading efficiency considerably through scientific means.		
OBJECTIVES This course aims at developing in the learner, intensive reading habit with focus on the accuracy of the contents, and at the same, time nurturing fast reading skills, as well.	OUTCOMES 1. The learners are likely to read passages which are to be taken seriously for academic and non-academic purposes, and prepare notes by themselves for future use. 2. The learners differentiate from reading various materials for various purposes, and the same material for different purposes	

Course contents:

Module 1. Comparing and contrasting well-written and badly written extracts--Cohesion and cohesive markers—Coherence and grammatical linkers--Editing badly written ones.

Module 2. Identifying words, phrases, idioms, phatic communion phrases, formulaic expressions etc. (which suits day to day communication) from reading materials and using them appropriately in one’s own use. Matching discourse functions with corresponding linguistic structures—one function carried out through several structures—one structure fulfilling several functions.

Module 3. Skimming – Reading quickly for grasping the main idea or point—Reading newspapers at breakfast table—Reading publicity materials

Module 4. Scanning—Reading carefully, looking for specific information—Railway timetable—medical prescription—textbooks—cover letters accompanying important documents etc.

Module 5. Reading and Note making—Purposes of note making--Various formats of making notes—Short forms and abbreviations—commonly used and personal conventions.

5 Modules x 12 periods

Study materials

Van Joan Emden : *Reading with a Purpose(Extracts from English for Interaction.Ed. P Bhaskaran Nair. (Cosmo Publications)2003

Larry Collins& Dominique Lapierre :Freedom at Midnight (Extracts on Boota Singh)1975

Aung San SuuKyi: On Receiving the Nehru Memorial Prize.(from “Vision”. Ed. NV Raveendran. Macmillan.2010

George Orwell: Shooting an Elephant (From ‘Vision’)

Anton Chekhov:*The Avenger (From ‘Vision’)

AA Milne :*The Boy Comes Home(from ‘Vision’)

N. Krishnaswami&LalithaKrishnaswami: *The First Blueprint(Section1.1.4 of *The Story of English in India*)Foundation Books.2013

KanchaIlaiah: Why I am not a Hindu (From ‘Texts nan Their Worlds’. Ed. Anna Kurian.Foundation Books. 2005

Reference materials

P BhaskaranNair : Critically Yours (Chapter 3 & 4)Publications Division, University of Calicut.2009

MJ Wallace : Study Skills in English (CUP)1998.

BEL 203	Oral Communication Skills 2	L T P C 2 0 0 4
GOALS To enrich the learners’ spoken language by providing more vocabulary, variety of sentence patterns and means for grammatical accuracy in practice.		
OBJECTIVES This course, as sequel to ‘Oral Communication Skills 1’ has been designed for enabling the learners to interact freely, and fluently using English, both in academic and real life situations.	OUTCOMES 1. The learners engage in interpersonal communication in a multilingual community— academic and non-academic. 2. The learners identify the incorrect / correct expressions, good / better expressions, acceptable expressions in one situation (informal) / unacceptable in another situation (formal).	

Course contents:

Module 1. Functions in clusters(as shown in ‘Oral Communication skills I’ above)

Module 2 Functions in clusters

Module 3 Functions in clusters

Module 4 Functions in clusters

Module 5 Functions in clusters

Module 6 Functions in clusters

6 Modules x 10 periods

Study materials

1.V. Sasikumar, PK Dutt& G Rajeevan: A Course in Listening and Speaking Part I (with CD) (Foundation Books)2005

2.Gdamodar, DP Kumari ,KRS Mani & BS Lakshmi: A Course in Listening and Speaking Part II (with CD) (Foundation Books)2005

3.KSadanand& S Punitha: Spoken English: A Foundation Course Part 1(with CD) (Orient Blackswan)2008

4.KSadanand& S Punitha: Spoken English: A Foundation Course Part 2(with CD) (Orient Blackswan)2008

Reference materials

1.Krishna Mohan & NP Singh: Speaking English effectively (Macmillan)1995

2.V. Syamala : Effective English Communication (Emerald Publishers)2002

BEL 204	Functional Grammar I	L T P C 4 0 0 4
GOALS To make the learners conscious of the role of grammatical accuracy in delivering the content both in speech and writing.		
OBJECTIVES This course, being a sequel to ‘Functional Grammar1’, aims at developing in the learner communicative competence by re-aligning the components of grammatical competence already gained back at school. Therefore, instruction begins from a functional point (What to say?) and moves towards a structural or formal point (How to say?)	OUTCOMES 1. The learners will be functioning in English in both the spoken and written modes, and at the same time, focusing on grammatical accuracy, as well. 2. The learners will be making choices for the most appropriate language structure and the best word or phrase to suit the function they are expected to fulfill.	

Course contents: All the functions listed under the course title ‘Foundation Course 4. Oral Communication Skills I’ will be discussed through an approach of functional-formal correspondence. For example, the function ‘how to give instructions’ corresponds with the formal sentence pattern ‘imperatives’.

Modules X 10 periods

Study materials

Raymond Murphy: Intermediate English Grammar(CUP)1992
KA Jayaseelan: Functional Grammar (OUP)2000

Reference materials

Raymond Murphy: Murphy’s English Grammar (CUP)1992
Martin Hewings: Advanced Grammar in Use(CUP)2005.

BEL 205	Communicative Writing 2	L T P C 4 0 0 4
GOALS To help the learners to improve their written language through both theoretical and practical support.		
OBJECTIVES This foundation course, being a sequel to ‘FC 7 Communicative Writing 1’, takes care of the learner’s communicative needs in day to day life, as well as in academic career.	OUTCOMES 1. The learners start functioning through English by writing small discourse chunks such as a message to the classmate/hostel mate etc. A reminding memo to the teacher and so on. The learners identify and locate in pieces of variety of writing, good and bad in terms of lexical choice, selection of sentence structures, and organization.	

Course contents

- Module 1.** Writing personal letters
- Module 2.** Preparing CV and cover letters
- Module 3.** Preparing Job applications with inbuilt CV
- Module 4.** Writing reports (Lab experiments)
- Module 5.** Writing critical summaries of books, films and plays.
- Module 6.** Writing letters to the editor.

6 Modules X 10 periods

Study materials

1. ML Tickoo & V Sasikumar: Writing with a Purpose (Oxford University Press)1987
2. V Narayanaswami: Strengthen Your Writing (Orient Blackswan)1979
3. GR Pillai, K Rajeevan & PB Nair: Written English for You (Emerald Publishers)1990
4. G Rajeevan: Write it Right(Oxford University Press)2014

Reference materials

1. The Oxford Guide to Writing
2. Tricia Hedge : Writing(CUP)1998
3. David Jolly: Writing Tasks(CUP)1984

BEL 206	Indian Literature in Translation	L T P C 4 0 0 4
GOALS To familiarize the learners with the varieties of Indian literatures in regional languages through English translations.		
OBJECTIVES to familiarize the learners with the literatures of various Indian languages through their English translations and thereby, enable the learner to trace cultural undercurrents common to a nation.		OUTCOMES 1. The learners revisit the literature in their first language, this time in translation, and focus on the literary aspects rather than on the story or content. 2. The learners, as readers of literature, explore the subtleties and complexities of translation and they view the act of translation as a blend of art, craft and science.

Course Contents

Module 1. An overall survey of Indian literature from ancient to modern period.

Module 2. Poetry: Kalidasa: Is poetry always worthy when it's old?--Bhavabhuthi; Learned critics publicly decry...--Bhartruhari: Of what use is the poet's poem...

ONV Kurup: *Earthen Pots—A Jayaprabha: *Stares—Daya Pawar: O Great Poet – Sitakant Mahapatra: The Election

Module 3. Fiction: Sara Joseph: Inside Every Woman Writer--Mahasweta Devi: Draupati-Ambai: A Kitchen in the Corner of the House –UR Ananthamurthi: Samskara

Module 4. Drama: Rabindranath Tagore - *Chandalika*

Mohan Rakseh :AshadhKaEk Din (One Day in Ashadh/Monsoon)

BadalSircar: EvamIndrajit: Three-act Play. (And Indrajit)

4. Vijay Tendulkar: Sakharam Binder.

4 Modules X 15 periods

Reference materials

Anna Kurian: Texts and their Worlds I (CUP)2005

K Narayana Chandran: Texts and their Worlds II(CUP)2005.

BEL 207	Introduction to Media Studies	L T P C 4 0 0 3
GOALS To introduce the learners to the world of the print and electronic media, and introduce to them the various professionals at work behind a news report, feature, interview and so on.		
OBJECTIVES .This being the first of the two courses in Media, it deals only with the fundamentals. It aims (i) to introduce the learners to the world of media—print as well as electronic, (ii) to enable them to grasp the various processes on an event becoming a news story, (iii) to equip the learners, especially those who want to choose media as their career in future, with the fundamentals of the working of media.	OUTCOMES 1. The learners look at the story behind a news story, that is to say how a real incident becomes a news report. 2.The learners try to identify the various stages of the process of a news report. 3.The learners trace the men and methods at work at each stage such as the editor editing a piece at the level of content and language.	

Course contents:

- Module 1.** From events to news story—the various stages of development of news reporting
Module 2. Editing—Basics of editing—(i) At the level of contents—(ii) at the level of language
Module 3. Advertisements—brevity of expressions—Conventions—Special effects
Module 4. Electronic media and their advantages and limitations—Merits: Speed, Perfection, Reliability, Validity,
Module 5. Proof reading—An art and science—Rules of accuracy—Mutual dependence between editor and proofreader.

5 Modules X 9 periods

Study materials

KM Srivastava:News Reporting and Editing(Sterling) 1987

Reference materials

James A Neal & Suzane S Broson: News Writing and Reporting(Surjeet Publications)1990
Chunawallah&Sethia: Advertisement: Principles and practice(Himalaya Publications)1992

SEMESTER III

BEL 302	Reading for Academic Purposes	L T P C 4 0 0 4
GOALS To introduce the learners to the higher order skills of reading, especially reading for academic purposes.		
OBJECTIVES The aim of this course is to give more training to the learners in (i) developing speed in reading, (ii) skimming,(ii) scanning, (iv) note making, and (v) storing the gist of the contents (which was read) for future use such as examination.	OUTCOMES 1. Learners start reading different materials in different ways and at varying speed depending on the nature of the text and the purpose of reading. 2. They categorize reading materials according to the purpose of reading and apply various reading strategies and make notes in various formats.	

Course contents :

Module 1.Reading as a interplay of physical, cognitive and psychological processes—Good and bad reading—fast and slow reading—Reading as determined by the purpose.

Module 2.Skimming – Reading with intensity—reading with specific purpose—Reading quickly for grasping the main idea or point—Reading primary sources—Reading secondary sources and supporting the points already gathered from the primary sources—

Module 3.Scanning—Reading carefully, looking for details for supporting specific information—Identifying how discourse patterns differ in their structure according to their contents--

Module 4. Reading and Note making—‘Reading with a pencil’—Gathering the gist while reading--Purposes of note making--Various formats of making notes—Short forms and abbreviations—Commonly used ones and personal conventions

Module 5.Rearranging or re-sequencing ideas for use in future—Differentiating between the author’s coherence patterns and the reader’s patterns.

5 Modules X 12 periods

Study materials:

1.Dale Carnegie: If You are Wrong, Admit It. 2. Robert Lynd: Pockets and Buttons—3.APJ Abdul Kalam : Vision for 2020.4. Jayaprakash Narayan: National Unity, Nation and Nationalism-5. Desmond Morris: A Little Bit of What You Fancy 6. Larry Collins and Dominique Lapierre: The Second Crucifixion 7. Aldous Huxley: The Beauty Industry 8. Bertrand Russel: How to Escape from Intellectual Rubbish 9. AJ Cronin: The Turning Point of My Life 10.Fitz Karanthy: Refund 11 Philip Larkin: Next, Please.12. MeenaKandasamy: Book, Booker, Booked: Indian Fiction in English (The New Indian Express, I witness:13-9-2008)

Reference materials:

John McRaeRoy Boardman: Reading between the Lines (CUP)John Butterworth & Geoff Thwaites: Thinking Skills (CUP)

BEL 303	Advanced Academic Writing	L T P C 4 0 0 4
GOALS To introduce the learners to the complexities and intricacies of perfecting writing skills, and thereby enabling them to be good at formal and informal writing.		
OBJECTIVES This course is meant for enabling the learner to meet all the needs in real life and academic sphere through written English. The course envisages the learner-needs in future career, as well.		OUTCOMES 1. The learners start focusing on both the content and the language of the piece of their own writing by taking care of the organization, appropriate sentence patterns and lexical items. 2. The learners, as writers in a second language, differentiate among various shades of style varying from highly formal to extremely informal.

Course contents:

Module 1. Writing project proposals (pre-project stage)—Deciding, planning and outlining the contents—working out the mode.

Module 2. Writing project proceedings (while-project stage)—assessing the progress of the project at hand—Informing the progress to the people concerned.

Module 3. Writing project reports (post-project stage)—Evaluating from the beginning till end—verifying the checklist--

Module 4. Writing project evaluation—Short summary of the finished project under various heads.

Module 5. Writing CVs with cover letter—Real and imagined CVs (present and future)

Module 6. Writing reviews of journal articles—Taking down the points and developing them into a gist—Developing the gist into a different text.

Module 7. Writing gist of articles for putting them together in an edited form—Author’s version and the reader’s version—Omissions of details.

Module.8 Writing transcripts of lectures and speeches on academic topics.

Module 9. Information transfer (Interpreting graphs, tables, charts etc.into verbal form)

Module 10. Information transfer (Interpreting verbal information and transferring them into visual form such as charts, tables and so on).

10 Modules X 6 periods

Study materials: Mark Cholij: Towards Academic English (Foundation Books/CUP)

Renu Gupta: A Course in Academic Writing (Orient Blackswan)

Stephen Bailey: Academic Writing (Routledge)

Paola De Castro: Librarians of Babel(Chandos Publishing)

BEL 304	Introduction to Linguistics	L T P C 4 0 0 4
<p>GOALS To enable the learners to approach a language scientifically , less subjectively and ‘study’ a language as distinct from ‘learn’ a language.</p>		
<p>OBJECTIVES The first course in the scientific study of language, this core course is meant for developing in the learners, the attitude to observe language objectively and scientifically, and thereby enabling them to view all languages of equal importance, and at the same time, equal complexity too. This scientific attitude helps them in saving themselves from the danger of moving towards linguistic chauvinism and fanaticism.</p>	<p>OUTCOMES 1. The learners perceive the foreign language from an entirely new way, an objective and scientific way and identify the special features in comparison with their own mother tongue, at the same time without any bias. 2. They develop a habit of emulating the good in other’s language—both in speech and writing.</p>	

Course contents

Module 1. Language defined—Human language and animal communication systems.

Module 2. A brief history of linguistics –traditional linguistics from ancient Greece to the late 19th century—Structuralism in the early 20th century—Transformational Generative Linguistics in the mid-20th century—post-Chomskyan developments

Module 2. Language and its structure:Basic units of analysis--Phonology—phone, phoneme, allophone.

Module 3. Phonetics—Air stream mechanism--Speech organs—Places of articulation—Manners of articulation—Voiced and voiceless sounds--Vowels—consonants.

Module 4. Morphology: Morph, morpheme, allomorph—meaning and form—homophone, homonym, homograph

Module 5. Syntax: Distribution of words in sentences—Basic rules of syntax—Basic sentence patterns.

Module 6. Semantics, Stylistics, Pragmatics: Definitions, brief discussions and illustrations.

6 Modules X 10 periods

Study materials:

1. S Velayudhan & KP Mohanan : An Introduction to Linguistics and Phonetics (Kalyani Publishers)1979

2. Balasubramaian:A Textbook of Phonetics for Indian students (Macmillan)1981

Reference materials

RW Langacker :Language and Its Structure(Harcourt Brace) 1967

Daniel Jones: An Outline of English Phonetics(Blackie & Sons)1958.

BEL 305	British Literature Part I	L T P C 4 0 0 4
GOALS To familiarize the learners with the sociocultural realities of an older period as reflected in its literature.		
OBJECTIVES This course aims at introducing the origin and development of British literature., in terms of the earliest form of poetry, prose and drama.		OUTCOMES 1. From a casual and ordinary way of reading literary pieces, the learners progress towards a more refined way of critical reading and interpreting literature. 2. The learners trace the literariness of language. 3. They try to recreate the world of past through their reading of the literature of the past.

***Star mark indicates ‘for detailed study’**

Course Contents:

Module 1. A thumbnail history of English language and literature—Anglo-Saxon period--Norman Conquest –Old English—Middle English—The dawn of Modern English

Module 2. Geoffrey Chaucer—The Prologue to the Canterbury Tales (Modern English translation)(*The first 42 lines of the Prologue)—Spenser: The Fairie Queen—Metaphysical poetry—John Donne: *The Sunne Shining --John Milton: Paradise Lost: Book IX (*the first 34 lines)

Module 3. Origin and development of English drama—Mystery plays—Miracle Plays—Morality plays--Everyman—Interludes—The beginning of the tragedy—The origin of comedy—

the development of History plays—Early Elizabethan theatre—Thomas Kyd: The Spanish Tragedy—Christopher Marlowe: *Edward II

Module 4. The origin and development of English prose—Francis Bacon: Bacon’s Essays (*Of Studies)

4 Modules X 15 periods

BEL 306	British Literature Part II	L T P C 4 0 0 4
GOALS To enable the learners to read and understand literary works for various purposes such as enjoyment, information, critical analysis.		
OBJECTIVES		OUTCOMES
<ol style="list-style-type: none"> 1. To create a historical awareness, in the learners, of the development of English literature 2. To enable the learners to read and appreciate short pieces of literary works in English 3. To equip the learner with the skills needed for preparing short write ups on literary works. 		<ol style="list-style-type: none"> 1. The learners trace the cultural history of Britain as represented in the works of past—its religious practices, social customs, family systems, relationships and so on. 2. The learners identify the characters as real living beings --representatives of their times. 3. The learners start preparing short write ups about the works they read.

Course contents: *Star mark indicates ‘for detailed study’.

Module 1.A thumbnail history of the British literature of the 17th and 18th century, with special emphasis on the Elizabethan and Neo-classical period.

Module 2. Drama: Ben Jonson: Volpone --Shakespeare; *King Lear, A Midsummer Night’s Dream

Module 3. Poetry: John Dryden : Mac Fleckno (* The first 20 lines)—Alexander Pope: Rape of the Locke(*Canto1)

Module 4. Prose: Dr. Samuel Johnson: Preface to Shakespeare– General introduction—The main features of the early stage of criticism with special reference to Elizabethan theatre.

Module 5.A general study of early fictional works in English--Jonathan Swift: Gulliver’s Travels.

4 Modules X 15 periods

BEL 307	Writing For Media: Theory & Practice	L T P C 2 0 2 3
GOALS To introduce the learners the professionals at work in media in terms of the complex tasks which produce news , features and so on, and to enable them to choose a particular area for specialization.		
OBJECTIVES As a sequel to Elective Course 32 'Introduction to Media Studies', this course intends to take the learner further into the technical aspects of writing for the print and electronic media.	OUTCOMES 1. The earners identify the special features o media language as opposed to the language of their textbooks. 2. The learners try to scribble a few chunks on the model of the materials they read as reports, features, documentaries, advertisements and so on.	

Course contents:

Module 1. Writing features for newspapers and magazines—Features of feature—How it differs from Documentary—Facts and fancy in features

Module 2. Editorials and their features—Language of editorials—Policy of a newspaper—Political and other topics—Who writes?—Legal liability

Module 3. Language of advertisements—Brevity—Attractiveness—Capturing—Slangs and colloquial expressions—New coinages—Translations and transliterations—Contributing to the lexicon--

Module 4. Writing scripts for radio—Problems: Solely aural comprehension—How props and supports can be supplemented?—Characterization without visual support

Module 5. Writing scripts for skits and short presentations on the TV—Taking advantage of the visuals—Author's narration and conversations—How to segment scene sequences--

Module 6. Interviewing and preparing the transcripts—Choice of the person—Choice of the topic—Homework—Specifying objectives—Transcribing the interview—Preparing the transcript later.

6 Modules X7 periods

Study materials:

KM Srivastava: News Reporting and Editing (Sterling publishers)1987

Reference materials:

Robert C McGruffert: The Art of Editing(Chilton Books)

Ahuja&Chabbra: Advertising(Surjeet Publishing)

SEMESTER IV

BEL 402	Structure of English Language	L T P C 4 0 4 4
GOALS To enable the learner to go into the details of the structuring and patterning of English language in an objective way, and thereby helping them to improve their language skills.		
OBJECTIVES As a sequel to Core Course 24 'Introduction to Linguistics', this course prompts the learners to study carefully, the structure of English language at various levels such as words, phrases, sentences, discourse chunks and so on.	OUTCOMES 1. The learners analyses scientifically the structure of English language in comparison with that of their own mother tongue. 2. The learners trace the unique features of English language at various levels such as phoneme, morpheme, lexis, phrase, clause, sentence and discourse.	

Course contents:

Module 1. Phonology: Phonemes or speech sounds—allophones—Distribution and environment—voiced and voiceless sounds—vowels, diphthongs and triphthongs—consonants and consonant clusters.

Module 2. Syllables and principles of syllabification—Basic rules of word stress.

Module 3. Morphology—Independent or free morphemes and bound morphemes—Roots and affixes—Prefixes, infixes and suffixes.

Module 4. Basics of inflexions and derivations—Other modes of word formations in English

Module 5. Syntax: Traditional grammar and Modern grammar: Differences in terminology—Formal – functional labels—Types of sentences in TG Linguistics and Traditional linguistics—Subject-verb agreement(concord)—Nouns and noun phrases—Verbs and verb phrases—Adjectives and adjectival phrases—Adverbs and adverbial phrases—Prepositions and prepositional phrases—Pronouns and variations such as reflexive and emphatic pronouns

Module 6. Types of clauses – Main and subordinate—Types of subordinate clauses--Sentence types—Simple, complex, and compound.—Conjunctions: Subordinating and Coordinating—Adjuncts and sentence linkers.

6 Modules X 10 periods

Study materials:

1. S Velayudhan & KP Mohanan : An Introduction to Linguistics and Phonetics (Kalyani Publishers)

Reference materials

RW Langacker : Language and Its Structure (Harcourt Brace) 1967

Oxford Guide to English Grammar (OUP)

Michael Swan: Practical English Usage (OUP) 1990

BEL 403	Applied Phonetics	L T P C 3 0 2 4
GOALS To enable the learners to improve their speaking skills by refining their pronunciation, accent and intonation.		
OBJECTIVES This course, being a sequel to Core Course 24 ‘Introduction to linguistics’ and Core Course 25 ‘The Structure of English Language,’ is intended <ul style="list-style-type: none"> (i) To make the learners aware of the facts related to how languages differ from one another in articulation, (ii) To identify similarities and dissimilarities between the speech sounds of their mother tongue and those of English (and more languages), (iii) To enable the learners to be more accurate in pronouncing sounds, words and sentences in English. 	OUTCOMES <ol style="list-style-type: none"> 1. The learners clearly differentiate in articulation, between a speech sound in English and a similar or corresponding one in their language. 2. The learners start paying more attention to the articulation of individual sounds, words and phrases. 3. The learners identify the intonation patterns of a few types of utterances (for example, wh-questions). 	

Course contents:

Module 1.(Revision) Air stream mechanisms--Organs of speech—Place of articulation—Manner of articulation

Module 2. Voiced and voiceless sounds—Vowels and consonants—Practice in pronouncing speech sounds in isolation and in words.

Module 3. Syllables and syllabification (revision)—Word accent—Common rules of word stress—Mono- and di-syllabic words and pattern of pronunciation in the case of the latter—Three-syllable words and their pronunciation

Practice in pronouncing selected (about 500) words of day to day use.

Module 4. Intonation pattern at the sentence level—Tone and tonacity—Rising tone—Falling tone—Fall-rise tone—Common rules and examples.

Module 5. Strong and weak forms—Difference in pronouncing Individual words in isolation and in discourse.

5 Modules X 12 periods

Study materials

The EFL University (Dept. of Phonetics): Exercises in Spoken English . Book 1,2,&3 (OUP) with CDs.

V Sasikumar, PK Dutt& G Rajeevan: Communication Skills in English (with CD)(Foundation Books)2005

Reference materials

KC Nambiar: Speaking Accurately (Foundation Books)2008

Balasubramaian: A Textbook of Phonetics for Indian Students (Macmillan)1981.

BEL 404	British Literature Part III	L T P C 4 0 0 4
GOALS To help the learners to read and understand literary texts, and prepare critical summaries and short pieces of appreciation.		
OBJECTIVES <ol style="list-style-type: none"> 1. To enable the learners to read and understand English literature independently. 2. To equip the learner with the background information about literary devices such as metaphors and similes, and thereby, enable them to read and interpret literary texts. 3. To support the learner to understand the characteristic features of Romanticism. 	OUTCOMES <ol style="list-style-type: none"> 1. The learners try to read and interpret simple literary texts on their own discuss content in detail—the story line in a poem, the evolution of thought in a poem, the gradual development of action in a play and so on. 2. The learners identify the linguistic devices used to bring in a special or specific effect., such as humour, pity and so on. 3. The learners locate the characteristic features of typical writings of the Romanic period such as the element of Helenism in Keats, the Renaissance element in Byron and so on. 	

Course contents

Module 1. A brief introduction to the main features of the Romantic movement—The representative writers and their biographical sketches.

Module 2. Poetry: William Blake: * The Tyger—William Wordsworth: Tintern Abbey lines—Coleridge: *Kubla Khan--John Keats: Ode to a Nightingale, * Ode on a Grecian Urn—PB Shelley: Ozymandias, *Ode to the West Wind –Lord Byron: The Prisoner of Chillon

Module 3. Prose: Charles Lamb: Dream Children, * Oxford on Vacation—William Hazlitt: Characters of Shakespeare’s Plays—Lord Macaulay: Minute on Indian Education

Module 4. Drama: Goldsmith: She Stoops to Conquer—Sheridan: *The Rivals.

Module 5. Fiction; Samuel Richardson: Pamela—Lawrence Stern: Tristram Shandy—Jane Austin: Pride and Prejudice.

5 Modules x 12 periods

Reference materials:

Oxford Companion to English Literature
 Cambridge Encyclopedia of English Literature

BEL 405	BRITISH LITERATURE PART IV	L T P C 4 0 0 4
GOALS To help the learner to trace the interface among culture, language and literature through reading literary works.		
OBJECTIVES 1. To familiarize the learners with the characteristic features of the literature in the Victorian period, 2. To enable the learners to read and understand literature independently.	OUTCOMES 1. The learners try to list the main features of Victorian society as reflected in the literature of the time—the values and morals in social and family life. 2. The learners interpret the crucial parts of the literary pieces prescribed for study, by applying the basic knowledge they have gained through their familiarity with the sociocultural background of the work—for example, Realism in Dickens and Modernism in Virginia Woolf.	

Course contents:

Module 1. A brief introduction to the society, culture and literature of the Victorian period.

Module 2. Poetry: Alfred Lord Tennyson: Lotus Eaters, *Ulysses—Robert Browning: Fra Lippo Lippi, *My Last Duchess--Matthew Arnold: The Scholar Gypsy, *Dover Beach--Christina Rossetti: A Birthday

Module 3. Drama: Oscar Wilde: The Importance of Being Earnest-- George Bernard Shaw: *Pygmalion

Module 4. Fiction: Charles Dickens: Oliver Twist --William Thackeray: Vanity Fair—George Eliot: Adam Bede-- Thomas Hardy: Under the Greenwood Tree.

Module 5. Prose: Matthew Arnold: *The Study of Poetry.

5 Modules x 12 periods

Reference materials : Arthur Pollard: The Victorian Period

Oxford Companion to English Literature

Cambridge Encyclopedia of English Literature.

BEL 406	AMERICAN LITERATURE	L T P C 4 0 0 4
GOALS To introduce the learners one of the major varieties of English language, namely American English, and its literature so that they get a glimpse into the society and its culture.		
OBJECTIVES 1. To familiarize the learners with the most popular and important regional variety of English, namely American English, and 2. Thereby introduce them to the American culture across centuries.	OUTCOMES 1. The learners, after being a little familiar with the British literature, compare it with the comparatively younger variety, American literature. 2. The learners identify the characteristic features of American life as represented in the literature—for example, the American dream which is materialistic in its orientation, the exploration of newer lands and horizons and so on.	

Course contents:

Module 1. A thumbnail history of American literature from the 18th century till the second half of the 20th century.

Module 2.Poetry: Walt Whitman: Leaves of Grass (Section1)

Emily Dickinson: *Because I could not stop for death--Robert Frost: *Mending Wall

Wallace Stevens: The Emperor of the Icecream--Sylvia Plath: *Mirror—Gwendlyn Brooks:

*The Mother—EE Cummings: Snow

Module 3.Prose: Emerson:*Self-Reliance

Thoreau: Walking

Booker T Washington: Up from Slavery

Module 4.Fiction: Nathaniel Hawthorne:The Scarlet Letter

Harriet Beecher Stowe: Uncle Tom’s Cabin

Mark Twain: Adventures of Huckleberry Finn

James Joyce: The Portrait of the Artist as a Young Man

Module 5. Drama: *Eugene’Neill: Emperor Jones

Tennessee Williams: The Glass Menagerie.

5 Modules x 12 periods

Reference Materials:

CD Narasimhaiah: A Student’s Handbook of American Literature (Kalyani Publishers) 1972

BEL 407	INTRODUCTION TO TRANSLATION STUDIES	L T P C 4 0 0 4
GOALS To lead the learner to the complex processes of translation, and thereby showing them how the gaps among nations and regions are bridged through translations of literary and non-literary works.		
OBJECTIVES 1. To familiarize the learners with the literatures in other languages 2. (ii) To enable them to make humble attempts at translating short pieces of their choice from their first language to English and vice versa.	OUTCOMES 1. The learners locate the complexities in the process of translation 2. The learners trace the similarities and dissimilarities of a fact (e.g., a report in a newspaper) as represented in two languages. 3. The learners explore the complexities in translating one culture to another language through the use of another language and dialect.	

Course contents:

Module 1. A Brief introduction: Definition : What is translation? (Formal and functional definitions)--Why translation?—Homogeneity of human race in its fundamentals, but diversity in the languages it represents reality—Interface of culture and language providing space for translation-- Sapir-Whorf hypothesis of language determinism / relativism.

Module 2. A thumbnail history of the origin and development of translation—Later development of translation as an academic discipline.-- East-West Encounters in language, literature and culture-- Translation of religious Text-The Bible

Module 3. A short introduction to Translation theories at different literary ages—Contributions of Dryden, Dolet and Tytler—Nineteenth and early twentieth century translation trends and theories

Module 4. Types of translation—Word for word translation—Sense for sense translation—Machine translation—advantages and disadvantages of each.-- Tools of translation: How to use mono-, bi-, multi- lingual dictionaries—

The significance of dialectal dictionaries--Tracing sources

Module 5. Techniques of translation-- Fluency and transparency—The author –translator-reader triangle—adaptation or translation—Register and tone—What literary translators really do—

Module 6. Problems in translation--When not to translate cultural cues—Use of footnotes, interpolation, and omission—The all-important title—How to deal with puns and word play?—‘Landmine words’: Hidden traps in translating common vocabulary—How to deal with spoken idiom and dialect—how to bring homogeneity between authorial narrations and dialogues/conversations of characters?

6 Modules X 10 periods

Study materials

Susan Bassnett: Translation Studies (Routledge)

Clifford E Landers: Literary Translation: A Practical Guide (Multilingual Matters Ltd.)

Sanjay Goyal (ed.) Rethinking Translation (Jain ViswaBharati Institute)

Reference materials

Jeremy Munday: Introducing translation studies: Theories and Applications (Routledge)

Douglas Robinson : Becoming a translator (Routledge)

Esperanca Bielsa & Susan Bassnett: Translation in Global News (Routledge)

Sujit Mukherjee: Translation as Discovery (Orient Blackswan)

Piyush Goyal : Translation Studies (Viva Books)

SEMESTER V

BEL 501	INTRODUCTION TO APPLIED LINGUISTICS	L T P C 3 0 2 4
GOALS		
To familiarize the learners with the advantages of using theories in Applied Linguistics to the teaching of a second language—English.		
<p>OBJECTIVES</p> <p>This being the first and introductory course of a professional programme leading to teaching profession, it aims at enabling the student-teachers to look at the whole phenomenon called language from a second language teacher’s point of view.</p>	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. The learners identify the various field of applying linguistic theories, applied linguistics being one among them. 2. The learners enumerate the potentials of linguistic facts for various purposes ranging from day to day communication to clinical purposes. 3. The learners identify the advantages of having a little linguistic awareness while teaching a second language and they discuss some of them (knowledge of syntactical patterning or lexical sequencing) in some detail. Against the backdrop of teaching English as a second language. 	

Course contents:

Module 1. Defining Applied Linguistics—How it is related to Theoretical linguistics—Module 2. Branches of Applied Linguistics: Journalism, Media Studies, Mass Communication, Advertising, Commentaries etc.

Module 3. Developments in Theoretical Linguistics and corresponding developments in Applied Linguistics

Module 4. Applied Linguistics and Second Language Teaching—Why Applied Linguistics for a second language teacher?

Module 5. Second language pedagogy: Fundamental principles—Psychological—sociological—Philosophical.

5 Modules X 12 periods

Study materials

GeethaNagaraj: English language Teaching: Approaches, Methods and Techniques (Orient Blackswan)

Regional Institute of English, Bangalore: Study materials of Diploma in English Language Teaching.

Reference materials

DA Wilkins: Applied Linguistics and Second Language Teaching (Macmillan)1979

BEL 502	TEACHING ENGLISH AS A SECOND LANGUAGE I	L T P C 3 0 2 4
GOALS To initiate the learners into the profession of teaching by introducing to them the fundamentals of second language instruction.		
OBJECTIVES Being a preparatory course meant for the induction of young men and women into teaching profession, this course aims at offering the fundamentals of second language teaching both from theoretical and practical perspectives.	OUTCOMES 1. The learners, for the first time, try to study and analyze English language from a teaching point of view—what are the difficulties a learner of anew language faces, why they encounter problems and what can the possible solutions be, and so on. 2. The learners trace the history of English language in various Indian situations such as administration, trade , commerce, business, science, technology, education, culture, literature, sports, entertainment, ITC and so on. 3. The learners study the importance given to English in the school and university curricula.	

Course contents:

Module 1.An outline history of second language teaching beginning with ancient Greece till date-- Grammar Translation Method—Audiolingual method—Structural Approach—Direct Method—Communicative Language Teaching method.

Module 2.Teaching English as a second language in India:Phase 1. A historical perspective—East India Company—Macaulay’s Minutes—Pre-Independence attitude towards English—Nationalist movements and how they responded to English language

Module 3. English in India: Phase2: Post Independence Committees and Study Group Reports—Three language formula and its application—Anti Hindi movement in Tamil Nadu and how it affected English—Madras English Language Teaching (MELT) Project

Module 4. English language in the school curricula in the recent past and present—English as a second language—Differences from English as a foreign language (as in Pakistan and China)—Co-official language and what it means.

Module 5. A close analysis of the role and status of English in the present era as a language of opportunity—Motivational factors and their absence in the English classrooms

Module6. A statistical analysis of the curriculum components of various state board and central board syllabuses in terms of the weightage given in them for teaching English language.

6 Modules X 10 periods

Study materials

Mohammad Aslam: Teaching of English (Foundation Books)2003

GeethaNagaraj: English Language Teaching: Approaches, Methods and Techniques (Orient Blackswan)1996

Reference materials

N Krishnaswami&LalithaKrishnaswami: The Story of English in India (Foundation Books)2013

BEL 503	MAJOR AUTHOR (GUIDED STUDY)	L T P C 2 4 0 4
<p>GOALS To enable the learners to take up a small scale study by way of research in the field of literature independently, so that those who pursue higher studies in Literature can work more independently.</p>		
<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. To enable the learner to specialize on an author of her/his choice in any language. 2. (ii) to promote free thinking in terms of literature among the learners. 	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. The learners, who by now, are familiar with a few authors and their works choose a particular author based on their taste of reading—fiction, play, poetry etc. to begin with, and then zeroing on a single author with some remarkable features (for example, Jerome k Jerome for his humour). 2. The collect more materials about the author and works and prepare a small critical study. 	

(No. of modules and duration may be decided by the supervising teachers, concerned.)

Course contents

Any author who does not figure in the syllabus can be chosen in consultation with the supervisor. A detailed study of a single work / detailed study of a cluster of works (poems/novels etc.) / the chosen author along with a few others who represent a literary movement etc. can be chosen as the topic for the specialized study.

A detailed write up of about 40 pages (A4 size paper, one side typing, 1.5 space, 20-25 lines on a page, Times New Roman font, 12 size) with references (MLA format) must be submitted to the Head of the Department with the Supervisor’s recommendation, one week before the commencement of the End-semester examinations.

BEL 504	BRITISH LITERATURE PART V	L T P C 4 0 0 4
GOALS To help the learners in reading literary texts as representations of respective cultures, and thereby enable them to proceed further into the realms of Cultural Studies.		
OBJECTIVES 1. To familiarize the learners with the developments taking place in literature corresponding to the sociopolitical developments outside. 2. (ii) to enable the learners read and enjoy literature independently.	OUTCOMES 1. The learners make correspondence between the effects of the First World war on life and its impact on writing. 2. The learners compare and contrast pre-war and post-war literature in terms of the change in language in general, diction, lexis, metaphor etc.	

Course contents

*Star mark indicates 'for detailed study'.

Module 1. Poetry: GM Hopkins: *Windhover—WB Yeats: Easter 1916, *Byzantium—TS Eliot: Skimbleshanks, *The Lovesong of J Alfred Prufrock—WH Auden: In Memory of WB Yeats—Dylan Thomas: A Refusal to Mourn the Death of a Child by Fire

Module 2: Prose: TS Eliot: *Music of Poetry—Virginia Woolf: Modern Fiction

Module 3. Drama: TS Eliot: *Murder in the Cathedral—JM Synge: Riders to the Sea—Christopher Fry: The Lady's Not for Burning

Module 4. Fiction: DH Lawrence: Sons and Lovers—Joseph Conrad: The Heart of Darkness.

4 Modules X 15 periods

Reference materials

The Oxford Companion to English Literature.

BEL 505	LITERARY CRITICISM I	L T P C 4 0 0 4
GOALS To introduce the learners to the preliminaries of western literary criticism—its origin and development.		
OBJECTIVES Writing about writing being a new genre of literature to the learner-reader, this course offers the basics of literary criticism across ages and across continents.	OUTCOMES 1. The learners formally start reading writings about writings, as opposed to creative writing. 2. They identify the need of literary criticism: for judging, assessing, evaluating and so on. 3. They differentiate between various types of criticism with fading shades of subjectivity and objectivity.	

Course contents

Module 1. The ancient Greek masters: Plato & Aristotle: A brief analysis of their contributions

Module 2. The Romans: Horace, Quintilian & Longinus: Their contributions

Module 3. The English criticism; general survey: Philip Sydney, and Ben Jonson: Their contributions

Module 4. The Neo-Classical period: General survey: John Dryden, Joseph Addison, Alexander pope and Dr Johnson: Their contributions

Module 5. Practical work: Writing short critical comments on short poems and short stories based on the knowledge gained from the theoretical studies so far done.

5 Modules X 12 periods

Reference materials

B Prasad: An Introduction to English criticism (Macmillan)1976.

BEL 506	INTRODUCTION TO ACADEMIC MANAGEMENT	L T P C 2 0 2 3
GOALS To equip the learners with the necessary managerial skills for running an educational institution or performing better as professional in teaching.		
OBJECTIVES Teaching being a profession, young teachers must acquire professional qualities and competencies to be successful professionals. This course aims to offer the fundamental principles of school, classroom and curriculum management.		OUTCOMES 1. The learners, who by this time have become student-teachers, look at educational institutions from a different perspective, namely that of managerial as opposed to pedagogic. 2. The learners enumerate the problems and prospects in running an educational institution, and they identify categories such as pedagogic, interpersonal, managerial, financial, ethical and so on. 3. Taking a managerial stance, the try to offer certain solutions the problems which are likely to arise.

Course Contents

Module 1.Introduction to Educational management—What is management?—Concept of management in education—Levels and styles in management—Six Ms in management: Men, materials, machines, methods, money, markets.

Module 2. Managing change: The nature of change—Appreciating the complexitiesof change—managing planned change—managerial qualities needed for handling planned and unplanned change.

Module 3. Human resources administration in schools: Defining HRM—Managing time, stress and motivation

Module 4. Ethics and values in education; Ethical theories and ethical behavior—Code of ethics for stakeholders

Module 5. Curriculum management: Curriculum planning, Syllabus designing, materials development, lesson planning, Classroom transactional strategies.

Module 6. Programme evaluation; Why evaluate a one year or five year programme? What is to be evaluated? How? When? By Whom?--Student evaluation by teachers and teacher evaluation by students—Various levels of appraisals.

6 Modules X 7 periods

Reference materials

ICFAI University: Academic Management (ICFAI)2004

ICFAI University: Management of Educational Institutions (ICFAI) 2004

SEMESTER VI

BEL 601	TEACHING ENGLISH AS A SECOND LANGUAGE II	L T P C 3 0 2 4
<p>GOALS To enable the teacher-students to gain more professional knowledge and thereby perform as better teachers.</p>		
<p>OBJECTIVES</p> <ol style="list-style-type: none"> To enable the learner who is going to be teacher of English, acquire the professional competencies required for effective classroom instruction, To equip the student-teacher to explore the potentials of curriculum, syllabus, coursebooks and other instructional frameworks and materials, and To enable the student-teacher intervene in the above mentioned aspects of teaching-learning, pro-actively and creatively. 	<p>OUTCOMES</p> <ol style="list-style-type: none"> The student-teacher sharpen the effectiveness of classroom communication, go by good models of classroom interaction, and mould teacher talk in such a way that enough healthy interaction takes place in the class. The learners look at the study materials prescribed for a course (secondary/ higher secondary) and analyze them on two parameters. They find space for themselves as teachers in the curriculum, study materials and so on and make their presence felt, and personality imprinted by intervening at various stages of instruction. 	

Course contents

Module 1. Teaching listening skills and speaking skills—their subskills –Integrating all in natural interaction

Module 2.Teaching reading skills and their subskills—Integrating them. Strategies of reading: skimming, Scanning—Modes of reading: Speed reading—

Module 3.Teaching writing skills and their subskills—Integrating them—gathering content and Organization—mechanics of writing: Spelling, punctuation, capitalization, handwriting, indenting.

Module 4.Teaching grammar and usage: A functional approach: from function to form—No explicit teaching of grammar rules.

Module 5. Teaching vocabulary—How to enrich word power? From use in context to dictionary.

Module 6. Teaching poetry: Do-s and Don't-s I teaching poetry

Module 7. Teaching detailed and non-detailed prose texts: differences in classroom strategies

Module 8. Teaching dialogues, conversations and one-act plays: Developing oral communication skills through role play and enacting.

Module 9.Developing study skills and reference skills: Why they are essential for academic excellence?

Module 10.Testing and evaluation; Basic concepts of reliability and validity—Differentiating testing language skills as opposed to content knowledge—Objectivity in testing—Objective type questions and descriptive type questions. Framework for evaluating a written piece.

10 Modules X 6 periods

Study materials

SharadaKaushik&BinduBajwa: A Handbook of Teaching English (Orient Blackswan)2010

Mohammad Aslam: Teaching of English (Foundation Books)2003

Reference materials:

JA Bright& GP McGregor: Teaching English as a Second Language (Longman)1979

Maria Dakowska: Teaching English as a Foreign language (Yes Dee Publishing)2004

Mary Spratt: English for the Teacher: (CUP)2000.

BEL 602	BRITISH LITERATURE PART VI	L T P C 4 0 0 4
GOALS To guide the learners to the stage of self-supported comprehension of literary texts with the help of reference materials.		
OBJECTIVES 1. To inform the learners how literature gets shaped by culture, 2. To familiarize the learners with the developments taking place in literature corresponding to the sociopolitical developments outside, 3. To enable the learners read and enjoy literature independently.		OUTCOMES 1. The learners try to trace the developments in terms of parallelism between real life and literature, by locating socio-political and cultural happenings as getting reflected in literature. 2. They identify the features of the world after undergoing two great wars and they locate the change in the authors’ perspectives as the y move from Modern to Post-modern era. 3. They trace how border lines between genres and movements get faded as more disciplines interfere with and intervene in writing— disciplines such as science, technology, medicine and so on.

Course contents

***Star mark indicates ‘for detailed study’.**

Module 1.Poetry: Philip Larkin: Whitsun Wedding, *Church Going—Ted Hughes: Pike, *The Thought Fox—Seamus Heaney: *Digging—RS Thomas: Death of a Peasant--Thom Gunn: On the Move, *Considering the Snail

Module 2. Drama: John Osborne: Look back in anger—Harold Pinter: Birthday Party—Samuel Beckett: *Waiting for Godot

Module 3. Fiction: Kingsley Amis: Lucky Jim—William Golding: The Lord of the Flies

Module: 4. Prose. A general study of the prose writers of the second half of the 20th century— JBS Haldane: The Scientific Way of thinking.

BEL 603	FILM STUDIES: INTRODUCTION	L T P C 3 0 2 4
GOALS To provide the learners with the framework for viewing films seriously as part of cultural studies in contrast to treating them as means of entertainment.		
OBJECTIVES		OUTCOMES
<ol style="list-style-type: none"> 1. Since films are a part of our culture, and since cultural studies enrich our understanding of a community and nation, this course aims at promoting interpersonal understanding across national and linguistic barriers. 2. The learners are expected to promote their oral communication skills by watching films in English. 3. The learners are expected to write short reviews about the films screened as part of the seminar and lab work. 		<ol style="list-style-type: none"> 1. The learners view films from a changed perspective—from that of entertainment to that of artistic. 2. They re-assess films in terms new sets of criteria such as film as an art and science, film as a process rather than finished product, film as life and reality differently represented than reflected and so on. 3. The learners ‘study’ films rather than watching them. 4. They try to review films in terms of various sets of criteria which they have been made familiar with on the course.

the first 3 modules 10 periods each + the last one 15 periods

Course contents

Module I

Introduction to film studies

The Beginnings of Cinema—Early Cinema (The Silent Era)—Classical Hollywood Cinema, Contemporary Hollywood Cinema—Early Soviet Cinema—French New Wave Cinema—Italian Neo-realism—Latin American Cinema—Japanese, Iranian and Korean Cinema—Cinema in India (Hindi and Tamil Cinema)

Introduction to the film theories of Sergei Eisenstein, Andre Bazin, Christian Metz and Laura Mulvey.

Module 2

Film Language: The Basic Building Blocks of Film

Mise-en-scene: Lighting, Costume, Setting

The Shot: The Scale of Shot, Establishing Shot, Shot-Reverse-Shot, Tracking Shot, Framing, Composition, Camera Angle—Tilt, Pans and Rolls—Focus.

Editing: Montage School, Chronological Editing, Parallel Editing, Continuity editing, Jump cuts, Match cuts, Fade out, Dissolve, Iris, Wipe

Sound: Diegetic, Extra-diegetic, Music, Speech.

Colour: Black and white, Eastman, Technicolor

Production, distribution and reception of films; Censorship.

Module 3

The Major genres: Documentary, Narrative, Avant-garde, Feature films, Short Films, Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist, Historical, Mythological, Road movies.

Module 4

Case Studies of Classic Cinema (From the list given below)

Study materials

Films to be screened

1. Battleship Potemkin : 1925 Silent Cinema, Montage (Essay)
2. Bicycle Thieves : 1948 Italian Neo Realism (Essay)
3. Breathless : 1960 French New Wave
4. Citizen Kane : 1941 Hollywood Classic
5. ShatranjKeKhilari : 1977 Indian Classic

The following films may be used for Seminar Presentation/assignments:

1. The Godfather : Francis Ford Coppola (1972 American Crime Film)
2. The Great Dictator : Charlie Chaplin (1940 American Comedy Drama)
3. Sholay : Ramesh Sippy (1975 Hindi Action Adventure Film)
4. Bandit Queen :SekharKapur (1994 Indian Film)
6. Fire :Deepa Mehta (1996 Hindi movie)
8. Psycho : Alfred Hitchcock (1940 Psychological Thriller)
9. Mahabharat : (2013 Animated Indian Mythological drama film)
10. Paruthiveeran :Ameer Sultan (2007 Tamil film)

Reference materials

1. Bazin, Andre: What is Cinema? Vol. 1 and Vol. 2
2. Hyward, Susan. Key concepts in Cinema Studies.

BEL 604	LITERARY CRITICISM II	L T P C 4 0 0 4
GOALS To enable the learners to read literary works and critically judge their merits and demerits with the help of the theoretical frameworks proposed by critics across centuries.		
OBJECTIVES As a sequel to ‘Literary Criticism I’, this course aims at <ol style="list-style-type: none">1. developing in the learner a sense of critical thinking with which they will be able to judge the merits And demerits of a piece of literary writing,2. (ii) enabling the learner to take into account the critical traditions while reading a text.	OUTCOMES <ol style="list-style-type: none">1. The learners try to locate in their reading , the various features of writing, individualistic as well as common to writes based on their theoretical knowledge such as ‘negative capability’, ‘objective correlative’ and so on.2. The leaners try to establish correlation between the socio-cultural, political developments on the one side and literature, on the other.	

Course contents

Module 1.General survey of the Romantic period—William Wordsworth and ST Coleridge: Their theory of poetry-

Module 2.General survey of the Victorianperiod: Matthew Arnold and Walter Pater:The literary theories presented by them.

Module 3.TS Eliot and his contributions

Module 4. IA Richards’ contributions to literary criticism

Module 5. FR Leavis and his contributions.

5 Modules X 12 periods

Reference materials

B Rajan:An Introduction to English Criticism

BEL 605	PRACTICE TEACHING	L T P C 2 2 2 4
<p>GOALS To support the student-teachers to enter the profession by giving them hands on training in real classrooms.</p>		
<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. To offer student-teachers hands-on training in teaching, 2. To equip them with classroom management skills, 3. To offer them opportunities to observe others' (Their own teacher/ a school teacher/ a peer) and point out the merits and demerits in their teaching, 4. Oserve their own teaching (later) through the video-recorded version of the actual teaching or micro-teaching and thereby improve their performance further. 	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. The student teachers engage themselves in actual classroom teaching by doing necessary preparatory work, writing lesson plan, dividing and sharing academic responsibility among the members of the team and so on. 2. They evaluate the performances of their own and those of the peers. 3. They evaluate student performances. 4. They evaluate the course which they have designed for the students. 	

(The detailed module and time schedule will be worked out by the supervisor)

Course pattern: Either the students will be going to nearby schools in small groups under the supervision of their teacher or a batch of students will be brought to the campus for teaching a short course in Communicative English, for which the student-teachers are expected to prepare the syllabus, learning-teaching materials, teaching aids and so on. Lesson plans must be prepared in advance and got approved by the supervisor. Pre-test and Post-test materials must be prepared.

Each student has to teach a fixed number of hours (which will be decided by the Departmental Sub Committee constituted for the purpose).

Evaluation of the teaching sessions will be done on the basis of the following:

- (i)Lesson plan, (ii) Teaching aids used, (iii) Self-assessment, (iv) Peer assessment and (v) Supervisor's assessment.

BEL 606	PROJECT	L T P C 2 2 2 4
<p>GOALS To guide the learners to take up independent study and research on a small scale on topics related to daily life where language occupies the central position.</p>		
<p>OBJECTIVES To enable the learner who is by now, getting ready to enter teaching profession, take up a small scale project related to teaching or English language in use.</p>	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. The learners choose one theme related to language in use in terms of a study, survey, interview, review etc. and explore the potentials and possibilities of language in them. They prepare a project Report in various stages such as the rationale of the project, hypothesis, procedures, expected outcomes, conclusions, references and so on. 2. They present the details of their findings or results orally to group of audience which includes the evaluators. 	

(The detailed module and time schedule will be worked out by the supervisor)

Course contents

1. A few areas of language use have been listed below from which the learners can choose a topic for their projects.

1. Teaching 2. Survey 3. Advertisements 4. Journalism 5. Electronic media 6. Film 7. Theatre 8. Business 9. Travel 10. Creative writing 11. Administration 12. Tourism 13. Sports and games 14. Translation 15. Script for drama/film 16. Industry

2. The following aspects will be considered for evaluation

1. Originality 2. Usefulness 3. Proof of authenticity

3. The following procedures must be strictly followed.

1. Approval of the topic after discussing with the supervisor 2. Project proposal (about 5 to 10 pages) 3. Intermediate progress reports to the supervisor 4. Final report

4. A detailed write up in the form of the Final Report of about 60 pages (A4 size paper, one side typing, 1.5 space, 20-25 lines on a page, Times New Roman font, 12 size) with references (MLA format) must be submitted to the Head of the Department with the Supervisor's recommendation, one week before the commencement of the End-semester examinations.