

Detailed Syllabus:

MAJOR COURSES

Course Title	INTRODUCTION TO FUNCTIONAL ENGLISH- I				
Type of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Proficiency in English language and basic understanding of grammar, ensuring students are equipped to engage with communication, literary analysis, and media studies effectively.				
Course Summary	This introductory course provides an overview of the different major courses provided in the B.A Functional English programme. This course offers an interdisciplinary approach to English language and literature studies, focusing on the development of communication skills, phonetics, basic grammar, literary analysis, and media studies. Students will explore listening speaking skills, engage with representative literary texts and analyse media content.				

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe the importance of communication skills and identifies its specific purpose in diverse situations	Ap	F	Oral Presentation Listening and paraphrasing Group Presentation Written Test
CO2	Distinguish distinctive English speech sounds and identify the basic grammatical rules in writing and speaking.	Ap	P	Oral Presentation Written Test
CO3	Analyse various forms of media content and develop media writing skills.	An	P	Assignments Reading exercises Oral presentation Written tests
CO4	Evaluate literary works by exploring various literary genres, devices and narrative strategies.	E	M	Assignments Reading activities Seminar Presentations Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I	Communication Skills – Listening and Speaking		14	18
		Communication Principles for a Lifetime	2	
		Active listening strategies- Attention, understanding the cues and pronunciation, avoid judgement, feedback	2	
		Listening skills- Activities: Learn English through stories (https://www.cambridgeenglish.org/learning) 6 Minutes English (https://www.bbc.co.uk/learningenglish/english/features/6-minute-english) Let's Learn English (https://learningenglish.voanews.com/)	3	
		Basics of speaking: Vocabulary, Fluency, Body language, Feedback	2	
		Speaking activities: Presentations, Debates, Mock-interviews, Group presentations	3	
		Just-a-minute sessions and its strategies	2	
	ACTIVITY: Provide students with audio recordings or spoken passages and ask them to summarize the main points or key information they heard. Give students a series of audio clips or spoken sentences and ask them to arrange them in the correct order. Role-plays, debates, story-telling etc			
	Core Text for Unit 1: “Communication Principles for a Lifetime” (pp. 50-56) from <i>Communication: Principles of a Lifetime</i> 8 th Global edition by Steve A. Beebe, Susan J. Beebe, Diana K. Ivy. Pearson 2022.			
II	Phonetics and Grammar		12	16
		Introduction to Phonemes	2	
		Vowels	2	
		Consonants	2	

		Diphthongs	2	
		Identifying the parts of speech	2	
		Identifying Tenses	2	
	<p>ACTIVITY:</p> <p>Provide the learners words to transcribe and pronounce it accordingly.</p> <p>Along with the theoretical aspects, give sentences and ask the learners to identify the different parts of speech and tense forms.</p> <p>Give jumbled sentences to arrange them in correct word order.</p> <p>Core Text for Units from 7 to 10: Syamala V. <i>A Textbook of English Phonetics and Structure for Indian Students</i>. Sharath Ganga Publications, 2010. (pp 46 – 63).</p>			
III	Reading Literatures		10	18
		“Sonnet 116”- Shakespeare (English literature)	2	
		“Still I Rise”- Maya Angelou (Gender)	2	
		<i>Karma</i> – Khushwant Singh (Indian)	2	
		“Thenvarikka” by Narayan (translation and Ecocriticism)	2	
		“Prayers” by Meena Kandasamy	2	
	<p>ACTIVITY:</p> <p>Introduce some signature texts from different literary periods and from different genres and allow the students to identify its features. Can be a group activity.</p> <p>Ask the learners to collect similar literary pieces from different genres.</p>			
IV	Media Studies		12	18
		Article writing	2	
		Blogs - Personal, Travel, Food, Health	2	
		An editorial/ an investigative report writing	2	
		Advertisement and its language	2	
		Sports news - writing techniques	2	

	<p>ACTIVITY:</p> <p>Provide different examples of contents in print, electronic and online media and ask the students to identify the types and its features</p> <p>Introduce students to various types of blogs and encourage them to identify and discuss on the difference in language and presentation of each.</p> <p>Analyse an editorial or a report, and present it in the class highlighting its features.</p> <p>Encourage students to choose some advertisements and make presentations analysing their language content.</p> <p>Students can be encouraged to write news articles connected to the sports events happening in their locality and present those in the class.</p> <p>Core Text: Hasan, Seema. <i>Mass Communication: Principles and Concepts</i>. CBS Publishers, 2010.</p> <p>https://www.hostinger.in/tutorials/blog-examples</p>		
	V	Open Ended Module	12
	Emerging paradigms in understanding human interaction and mediated communication.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	-	-	2	2	3	3	-	-	-	-	1
CO 2	3	-	-	-	1	1	3	1	-	-	-	-	-
CO 3	3	-	-	3	1	2	3	-	2	2	-	-	2
CO 4	3	-	3	-	-	3	3	-	-	-	-	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

References

Thomson, Neil. *Communication and Language: A Handbook of Theory and Practice*. Palgrave Macmillan, 2003.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.

Syamala, V. *Effective English Communication for You*. Emerald Publishers, 2002

Syamala V. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.

Hasan, Seema. *Mass Communication: Principles and Concepts*. CBS Publishers, 2010.

Greenblatt, Stephen. *The Norton Anthology of English Literature*. W. W. Norton, 2018.

Mays, Kelly J. *The Norton Introduction to Literature*. W. W. Norton, 2022.

MINOR COURSES

The learners from Functional English discipline can choose minor courses from the two groups of Minor courses offered in the syllabus and the title of the minor for Major with minor pathway will be Cultural Studies. For learners from Functional English in other pathways, the name of the respective groups from which they choose the minor courses will be the title of the minor. If the learners from disciplines other than Functional English, choose minor courses from Functional English, the title of their minor (Major with Minor Pathway) shall be Minor in Functional English. For other pathways the title of the groups from which the learner choose their minor courses will be the title of the minor.

GROUP 1: ENGLISH LANGUAGE PRAXIS & DIVERSE LITERATURE

Course Title **Grammar Foundation**

Type of Course Minor

Semester I

Academic Level 100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites

Course
Summary

The Grammar Foundation course is designed to provide students a comprehensive understanding of the fundamental concepts of English grammar. Through a series of engaging modules, students will learn about the basic components of sentences, including parts of speech, sentence structure, verb tenses, punctuation, and capitalization. By the end of the course, students will have developed essential skills in grammar, enabling them to communicate effectively in both written and spoken English.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic structure of language	U	C	Task Completion Oral Presentation In-class discussion Written Test
CO2	Apply knowledge of grammar concepts to construct grammatically correct sentences	Ap	P	Listening and Reading Tasks Presentation Role-playing / Activity Assessment Written Test
CO3	Analyse the structure of sentences to understand their components	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate written work for grammar, punctuation, and capitalization errors	E	P	Interactive Tasks Debates and discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs	Mark
I		Module 1: Parts of Speech	11	15
	1	Nouns and Pronouns	3	
	2	Verbs and Adjectives	3	

	3	Adverbs and Prepositions	2	
	4	Conjunctions and Interjections	2	
	5	Articles	1	
		<p>Suggested Activities</p> <ul style="list-style-type: none"> Identify and classify nouns and pronouns in sentences provided Group activity: Create sentences using different types of nouns and pronouns Pronoun Personas: Each student selects a fictional character or historical figure. They write a short paragraph describing their chosen character using pronouns instead of their name. Classmates guess the character based on the description: Preposition Hunt: Students are given a list of prepositions and must find objects in the classroom that match each preposition In groups, students take turns adding sentences to create a collaborative story. Each sentence must be connected using a conjunction Grammar Olympics: Students compete in teams to complete a series of grammar challenges, including identifying parts of speech, correcting sentences, and creating grammatically correct sentences under time constraints. Article identification ,sorting and Quiz- peer evaluation <p>Core TextRaymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013 Raymond Murphy English Grammar Essentials</p>		
	II	Sentence Structure and Types	8	15
	5	Sentence Patterns	2	
	6	Sentence Varieties (Based on Sense)	2	
	7	Sentence Varieties (Based on Structure)	3	
	8	Sentence Mastery(Conversion)	2	
		<ul style="list-style-type: none"> Sentence Sort: Students are given a mix of sentences and must categorize them into the four types. They then discuss their categorizations as a class. Identify Sentence Types Sentence Construction Challenge: Students are given prompts and must construct sentences of different types and structures. They then share their sentences with the class and explain their choices <p>Core reading:English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013Raymond Murphy English Grammar Essentials</p>		
III	Verb: Tenses and Agreement		16	20
	9	Irregular and regular forms of the Verbs	1	

	10	Present Tense (Simple &Continuous)	2	
	11	Present Tense(Perfect &Perfect Continuous)	2	
	12	Past Tense (Simple &Continuous)	2	
	13	Past Tense(Perfect &Perfect Continuous)	2	
	14	Future time Expressions	2	
	15	Subject verb Agreement	2	
	16	Tag Questions	1	
	17	Passive and active voice	2	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Tense Identification - Students are given sentences and must identify the tense of the verb in each sentence. They then discuss their answers in pairs or small groups • Verb Tense Timeline - Students create a timeline on the board or on paper representing different points in time (past, present, future). They then write example sentences for each tense on the timeline. • Sentence Completion Students complete sentences using tense forms based on given prompts or situations. • Story Writing - In pairs or small groups, students create short stories using past tense/Past Perfect Tense forms of verbs. They then share their stories with the class. • Future Tense Prediction Game - Students predict what will happen in the future based on given scenarios. They then write sentences using future tense verbs to describe their predictions • Verb Tense Challenge - Students work individually or in pairs to complete a set of challenging exercises that include sentences with mixed verb tenses. They then check their answers and discuss any discrepancies as a class. <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials</p> <p>English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
IV		Mastering Grammar in Practice	13	20
	17	Direct and Indirect Speech	3	
	18	Phrasal Verbs and Idioms	3	
	19	Common Grammatical Errors	2	
	20	Punctuation Mastery	2	

21	Understanding Clauses	3	
	<ul style="list-style-type: none"> • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Writing Exercises: Assign writing tasks where students create their own dialogues or narratives using both direct and indirect speech. Encourage creativity while emphasizing correct grammar and punctuation. • Punctuation Practice Worksheets: Provide worksheets with sentences missing appropriate punctuation marks. Ask students to identify and correctly punctuate the sentences. Start with basic punctuation marks such as periods, commas, question marks, and exclamation points, and gradually introduce more complex punctuation like semicolons, colons, and quotation marks. • Editing Practice: Give students passages or paragraphs containing punctuation errors and ask them to correct the mistakes. This activity encourages careful proofreading and attention to detail. • Punctuation Story: Provide students with a short passage or story without any punctuation • Group Activity: Identifying ,sorting, combining, creating and converting Clauses • Group Activity: Finding out the phrasal verbs /idioms from given piece of writing • Finding out the meaning using a dictionary • Phrasal Verb & Idiom Match-Up • Making short stories using phrasal verbs/idioms <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
V	Open Ended Module:	12	
	Suggestions : More opportunities can be given to the students practice grammar and sentence Structures	12	

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO7
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CO 1	3	2	-	2	-	-	3	2	1	-	-	-	-
CO 2	2	3	1	1	-	-	-	-		-2	3	-	
CO 3	2		2	-	3	3		-	3	-	-	-	-
CO 4	-	-	3		2	-	-	-	3	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓

CO 4	✓	✓		✓
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Core Reading

Sanjay Kumar and Pushp Lata English Language and Communication Skills ,Oxford University Press 2013

Raymond Murphy English Grammar Essentials

Raymond Murphy. English Grammar in Use, Third Edition, Cambridge University Press,2004

_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

Suggested Reading

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh *Intermediate English Grammar for ESL Learners* Second Edition

Leech, G. and Svartvick, Jan. *A Communicative Grammar of English*. Routledge,2013.

Accompanied by: (Woods, Edward and Copieters, R. *The Communicative Grammar of English Workbook*).

Rinvoluceri, Mario. *Grammar Games*. Cambridge University Press, 1991

Ronald Carter_ Michael McCarthy - Cambridge Grammar of English_ A Comprehensive Guide.

Rinvoluceri, Mario, and Paul Davis. *More Grammar Games Cognitive, Affective and Movement Activities for EFL Students*. Cambridge University Press, 2010.

Azar, Betty Schramper, and Stacey A. Hagen. *Understanding and Using English Grammar: With Answer Key*. Pearson/Longman, 2009.

Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. *Functional Grammar in the ESL Classroom: Noticing,*

Exploring and Practising. Palgrave Macmillan, 2011.

Zaorob, Maria Lucia, and Elizabeth Chin. *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities*. Cambridge Univ. Press, 2007.

Online Resources:

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

<https://www.bbc.co.uk/learningenglish/>

[LearnEnglish Teens](#)

[Duolingo](#)

<https://learningenglish.voanews.com/>

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

<http://www.manythings.org/e/listening.html>

MINOR
GROUP 2 : CULTURAL STUDIES

Course Title	Understanding Culture				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	An interest in exploring different cultural perspectives may be helpful.				
Course Summary	<p>This course offers a comprehensive exploration of culture, covering its tangible and intangible aspects as the hardware and software of society. Through focused analysis of characteristics, components, and societal implications, students delve into how culture shapes identity and representation, addressing caste, gender, race, and stereotypes. Additionally, the course investigates culture's complexities and its influence on individuals and societies through myths, and folklore and explores the intricate relationship between culture and nation.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify how culture shapes identity, representation, and societal norms, considering factors like caste, gender, and race.	U	C	Debate and Presentations In-class Discussion Assignments
CO2	Critique discussions surrounding nationalism, diaspora, and transnationalism, considering their impact on cultural identity and social cohesion.	Ap	P	Debate and Discussion Presentation Writing Assignments Written Test
CO3	Analyze cultural narratives, myths, and folklore, discerning their significance in shaping collective beliefs and traditions.	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate how globalization influences cultural diversity, consumption patterns, and the formation of identity, engaging in a critical examination of its complexities.	E	M	Interactive Tasks Debates and Discussion Written Test Seminars
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	What is Culture?		10	10
	1.	Society and Culture: Hardware and Software of Our Social World. Culture: The Hardware (pp.181-202)	3	
	2.	Culture: The Software (pp.203-207)	2	
	3.	Characteristics of Culture (pp.208-209)	1	
	4.	Components of Culture: Things and Thoughts (pp.215 - 229)	2	
	5	Society, Culture, and Our Social World (pp.230 - 243)	2	
		Core Text: <i>Our Social World</i> (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen		
		Suggested Activities Students form groups to create multimedia presentations on different aspects of culture as outlined in the specified readings. Through these presentations, students explore core concepts and engage in critical discussions, deepening their understanding of the complex relationship between culture and society.		
II	Identity and Representation		12	20
	6	Caste– CHANDRUDU by John Sreedar CHANDRUDU Award Winning ShortFilm by John Sreedar	3	
	7	Gender-Speech <i>Ain't I A Woman?</i> by Sojourner Truth	2	
	8	<i>Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions</i> by Chimamanda Ngozi Adichie	3	
	9	The poem <i>Identity Card</i> by S. Joseph	1	
	10	Race- "We Wear the Mask" by Paul Laurence Dunbar https://www.poetryfoundation.org/poems/44203/we-wear-the-mask	1	
	11	The Real Thing - Short Film by Brandon Kelley The Real Thing - Transgender Short Film	2	

		<p>Suggested Activities</p> <ol style="list-style-type: none"> 1. Students engage in an analysis of representations in media and literature, delving into themes of caste, gender, race, and identity. 2. Through guided discussions and reflective analysis, students explore how identity is portrayed, challenged, and represented in various forms of media and literature, fostering critical thinking and self-reflection on personal experiences with identity and representation. 		
III	Myths and Folklores		10	20
	12	Roland Barthes - Toys (from Mythologies)	2	
	13	Martha C. Sims - What is folklore? (Living Folklore: An Introduction to the Study of People and Their Traditions pp.1-8)	2	
	14	Myth - https://www.britannica.com/topic/myth	2	
	15	THEYYAM - A Heroic Cult -Short Documentary by Akshay Sunil Jay THEYYAM - A Heroic Cult Short Documentary Fajjowski Studios	2	
	16	The Aztec myth of the unlikeliest sun god - Kay Almere Read The Aztec myth of the unlikeliest sun god - Kay Almere Read	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Students explore myths and folklores across cultures using assigned resources like Barthes' "Toys," Sims' "What is Folklore?" and documentaries and texts provided. After analyzing themes and cultural elements, groups present their findings, fostering discussion on the cultural significance and symbolic meanings. 2. Working in small groups, students select and interpret myths and folktales from diverse cultures, creating visual displays and informative materials to accompany each exhibit. Also, 3. Students can organize exhibitions for other members of the institution, engaging visitors in discussions about the cultural significance and symbolic meanings of the showcased narratives. 		
IV	Culture and Nation		16	20
	17	Nationalism- “Introduction” of <i>Imagined Communities</i> by Benedict Andersen (pp.1-8)	3	
	18	Frantz Fanon- National Consciousness	3	
	19	Diaspora	3	
	20	Transnationalism	2	
	21	The Poem From Exile – R. Parthasarathy	2	

	22	The film <i>Monsoon Wedding</i> by Mira Nair	3	
		<p>Suggested Activities:</p> <p>Students pair up and are provided with discussion prompts related to nationalism, diaspora, transnationalism, and cultural identity. They take turns sharing their perspectives, experiences, and insights on these topics, while actively listening to their partner's responses.</p> <p>Read the poem "A Country without a Postoffice" by Agha Shahid Ali and conduct a discussion. Facilitators guide the discussions, encouraging a deeper exploration of cultural complexities and facilitating respectful dialogue.</p>		
V		<p>Open Module</p> <p>Micro research and documentation of the culture of a local community through observation, interviews, and a study of their cultural practices, rituals, and other cultural dynamics.</p>	12	

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	2	-	-	-	-	-	1
CO 2	2	-	3	-	2	2	-	1	-	-	-	2	-
CO 3	1	2	2	-	5	-	3	2	-	-	-	2	1
CO 4	2	1	3	-	1	1	-	3	-	-	2	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

Components of Internal Evaluation	4 Modules (20)	Open ended Module (10)
Field visit & Report	10	4
Seminar/Viva/Debate/Role-play	6	4
Assignment	4	2

■ Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Core Reading

Our Social World (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen

Living Folklore: An Introduction to the Study of People and Their Traditions-Martha C. Sims

Suggested Reading

Brooker, Peter. *A Glossary of Cultural Theory*. Arnold Publishers, 2003

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies*. Edited by Richard Appignanesi, Icon Books, 2004

Hitchcock, Louise A. *Theory for Classics: A Student's Guide*. Routledge Taylor and Francis Group, 2008.

Sim, Stuart, and Borin Van Loon. *Introducing Critical Theory*. Edited by Richard Appignanesi, Icon Books, 2004.

Simons, Jon, editor. *Contemporary Critical Theorists: From Lacan to Said*. 2004. Edinburgh UP / Atlantic Publishers, 2005.

Eagleton, Terry. *The significance of Theory*. Basil Blackwell, 1990.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016

---. *Postcolonial Literature: An Introduction*. Pearson, 2008.

New Keywords: A Revised Vocabulary of Culture and Society (2005) eds. Tony Bennet et al.

VOCATIONAL MINOR COURSES

GROUP 1- PROFESSIONAL ENGLISH

Course Title	English for Digital Communication				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of technology 2. Basic communication skills				
Course Summary	This course purports to cater to the requirements of technology-mediated education to be acquired by the learner. The augmentation of digital learning apps in the teaching-learning process is also introduced to the learners. The various activities within each module are directed toward employing and enhancing what the learner has learned through practice sessions.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore the significance of English language learning and proficiency in a global context	U	C	Instructor-created written exam
CO2	Demonstrate an understanding of the techniques of language learning and digital communication	U	C	Written assignments
CO3	Acquire an enhanced level of LSRW skills with the help of digital learning tools	Ap	P	Practical assignment
CO4	Implement the use of digital tools in language learning	Ap	P	Seminar/Peer teaching using digital tools
CO5	Able to teach communicative skills by identifying the level of the learners	An	M	Practical Assignments
CO6	Improvise their methods of effective language learning using the latest trends in digital technology	C	C	Seminar/Peer teaching and peer evaluation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+ 12)	Mark s (70)
Module	Unit		10	20
I	Module 1			
	1	English in the Age of Globalization	1	
	2	ICT, CALL, MALL, CMC	2	
	3	Human Language Translation (HLT)	1	
	4	Applied Linguistics and Technology	2	
	5	Machine Translation	2	
	6	Open-Source Resources	2	
<p>Learning activities: Fix a page from a book (EPUB) and the teacher can make comprehension questions. Students can submit using online methods.</p>				

II	Module II		13	20
	7	Language of e-correspondence, Email – email addressing, mailbox, saving emails, sending same mail to various users, webinars, Net Speak, digitized texts, blogs, privacy, netiquette	3	
	8	Document handling – sending soft copy as an attachment, enclosures to email, sending a portion of the document as email virtual libraries	3	
	9	Webinars- how to conduct webinars	2	
	10	Net Speak, Digitized Texts	1	
	11	Blog writing, how to create a blog page	2	
	12	Privacy and netiquette	2	
		<p>Learning Activities</p> <p>The teacher can create a sample business email and Students are asked to edit the text (correct the spelling, add contractions, etc) in PDF format.</p>		

III	Module 3	15	15
13	Digital Learning, Virtual Classrooms, Google Classrooms, SWAYAM	4	
14	MOOC	3	
15	E-Pathshala, Project Guttenberg	3	
16	Smartphones as potential educational tool, Use of e-learning apps	3	
17	Podcasts, Voice boards, Canva, Electronic spellchecks (wordscapes), Translation websites, Digital game-based learning, Blended Learning	2	
Learning activities: Students are asked to create a digital poster using Canva			

IV	Module 4		10	15
	18	Digital Humanism	2	
	19	Artificial intelligence and language tools	2	
	20	Chat GPT, Talk Pal	2	
	21	Soofy, GPTionary	2	
	22	Natural Language Processing (NLP)	2	
	Learning activities: The teacher checks for difficult words (six, seven letter words) via ChatGPT. These words can be used to create sentences via Google Classroom/ MS Teams. The teacher can check each submission.			

V	Open Module : Practical Applications and Case Study	12
	Post learning activities can be assigned putting into practice the various aspects of digital learning tools.	

Suggested Texts

1. Crystal David. The Language and the Internet. CUP: 2004.
2. Ranandya, W.A.(et al.) (Eds.) English Language Teaching Today. Springer International Pub. 2016.
3. Pengrum Mark. From Blogs to Bombs: The Future of Digital Technologies in Education, UWAPublishers,

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Chapelle, C. (2002). "Computer-assisted Language Learning". In R.Kaplan (ed.), The Oxford handbook of applied linguistics (pp. 498-505). Oxford : Oxford University Press.

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Levin, T.R. & Vedmany, R. (2008). Teacher's views on factors affecting integration of information technology in the classroom. Developmental Scenery.

Sreerekha, R. (2009). Teacher attitude towards the use of ICT in English language Teaching, International Educators, 20(1), 40-43

Swami, N.M.(1991). Enrichment of vocabulary of Std.VI students through video. In Fifty Survey of Educational Research Vol.1 NCERT.

Krishnaswamy and Sriram. (2009). Creative English Communication. Macmillan, India.

Hedge, T (2003) Key Concepts in English Language Teaching : Learner Training .ELT Journal 92-93

Starbuck, David (2008) Creative Teaching : Getting it Right , P (55). Chennai , Viva books.

Tapscott, D. (1988). Growing Up Digital : The Rise of the Net Generation , New York : Mcgraw-Hill.

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Dudeney, Gavin and Nicky Hockly. 2007 .How to Teach English with Technology. Edinburgh Gate Harlow Essex : Pearson Education Limited

Singhal, M. (1997). The internet and foreign language education : Benefits and challenges, the Internet TESL Journal, Vol. 111, No.6, <http://iteslj.org/>

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	3	-		-	-	2	-	-	-	-	-	-
CO2	-	2	-	3	-	-	2	-	1	-	-	-	-
CO3	-	-	-	-	3	-	2	-	-	3	-	-	-
CO4	-	-	-	-	2	3	-	-	-	2	3	-	-
CO5	2	-	-	-	-	-	3	-	-	-	2	-	-
CO6	-	-	-	-	1	-	1	-	-	-	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Written Assignments/ Teaching Assignments/ Seminar (20%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓	✓		✓
CO 6		✓		

GROUP 2- ENGLISH FOR CAREER

Course Title	English for Business Communication				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills				
Course Summary	This course is designed to enhance the language proficiency by focusing on business communication skills. Students will develop their written and oral communication skills for professional settings, acquire business vocabulary, and explore various aspects of business communication, including writing reports, emails, and delivering presentations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Explain the structure and components of various business documents.	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Demonstrate language skills in drafting various business documents and other necessary communications in the business context	Ap	C	Assignment Written Test
CO3	Simulate planned and extempore enactments of various business situations	Ap	C	Discussions Role Plays Mock interviews Presentations
CO4	Create and deliver effective presentations using visual aids.	C	C	Multimodal Presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	English for Business Communication		8	10
	1	Overview of Business English and its significance in professional setting	2	
	2	Patterns of Business Communication	1	
	3	Goals of Business Communication	1	
	4	Principles of Business Communication	2	
	5	Introduction to business vocabulary and terminology	2	
		<i>Activity- The teacher presents business vocabulary and terminology related to marketing and sales and students identify and define each term.</i> <i>Prepare a glossary or visual representation highlighting business vocabulary and terminology related to marketing and sales.</i>		

		<p>References:</p> <p>1. Krizan, A.C., et al. <i>Business Communication</i>. 7th ed., South-Western College Publishers, 2007.</p> <p>2. Mascull Bill. <i>Business Vocabulary in Use</i>. Cambridge University Press, 2011.</p>		
II	Effective business writing		15	25
	6	Business letters- Types, Structure and Layout	4	
	7	Memos, circulars- Purpose, Format	2	
	8	Business reports – Types, Characteristics, Structure	3	
	9	Preparation of CV and Resume	2	
	10	Drafting emails- Features, e-mail etiquettes	2	
	11	Preparation of notice, minutes and agenda for meetings	2	
		<i>Activity- To enhance the writing skills, learners must be provided with assignments and classroom activities based on the above units- activities may include comparison of business letters, writing minutes, notices, memos etc.</i>		
		<p>References:</p> <p>Kaul, Asha. <i>Business Communication</i>. Prentice Hall of India, 2015.</p>		
III	Effective speaking skills for business contexts		15	20
	12	Meetings, Types of meeting, Procedure for conducting a meeting	2	
	13	Presentation skills	3	
	14	Negotiation skills	1	
	15	Interview preparation and techniques	2	
	16	Group Discussions	3	
	17	Conducting mock interviews	3	
	18	Press Conference	1	
		<i>Activity- Students can be engaged in real-world simulations, business scenarios, and role-playing exercises based on the above units. Mock business meetings and interviews must be conducted.</i>		

		<p><i>References:</i></p> <p>Bisen, Vikram, and Priya. <i>Business Communication</i>. New Age International Ltd., 2009.</p> <p>Sweeny, Simon. <i>Communicating in Business</i>. CUP, 2004.</p>		
IV	Technology for business communication		10	15
	19	Creating Digital Presentations- tools like Microsoft PowerPoint, Google Slides for creating digital presentations	4	
	20	Online Collaboration tools- Microsoft teams, Google workspace etc.	2	
	21	Virtual Meetings and Video Conferencing: tools and platforms for virtual meetings and video conferencing, such as Zoom, Microsoft Teams or Google Meet.	2	
	22	Social media in business communication- for networking, branding, customer engagement, and content marketing.	2	
		<i>Activity- Students should deliver effective presentations by designing visually appealing slides.</i>		
		<p><i>References:</i></p> <p>Gupta, N., and K. Jain. <i>Information Technology and Business Communication</i>. Sahitya Bhawan Publication, 2022.</p> <p>https://ebooks.inflibnet.ac.in/mgmt05/chapter/technology-and-communication/</p>		
V	Open Ended Module		12	
	1	<ul style="list-style-type: none"> ● Students must be asked to navigate virtual meetings professionally and interact productively with remote attendees. ● The importance of professional online presence, networking, and etiquette on professional platforms can be emphasized and workshops can be conducted in guiding them to create and optimize their profiles on online platforms like LinkedIn. 	12	

		<p>Suggested Readings</p> <ul style="list-style-type: none"> ● Kaul, Asha. <i>Business Communication</i>. Prentice Hall of India, 2015. ● Locker, Kitty O and Stephen Kyo Kaczmarek. <i>Business Communication: Building Critical Skill</i>. 6thedn. Mc Graw Hill, 2014. ● McLean Scot. <i>Business Communication for Success</i>. Flatworld Publisher, 2010. ● Nawal, Mallika. <i>Business Communication</i>. Cengage Learning India Pvt Ltd, 2013. ● RC, Bhatia. <i>Business Communication</i>. ANE Books, 2008. ● Sharma R.C. <i>Business Correspondence and Report Writing</i>. McGraw Hill Education (India) Private limited, 2014. <p>Online Resources</p> <ul style="list-style-type: none"> ● https://learnenglish.britishcouncil.org/business-english ● https://www.englishclub.com/business-english/vocabulary 		
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Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	-	-	3	-	-	-	-	1	-	-	-	-
CO 3	-	3	-	-	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	2	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment

- Assignment
- Presentations - Role playing exercises and simulations, mock job interviews
- Multimodal Projects- creating infographics or video presentations

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		

FOUNDATION COURSES IN FUNCTIONAL ENGLISH

Course Title	Vocabulary in Use				
Type of Course	MDC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of grammar and syntax of English language.				
Course Summary	<p>This multi-disciplinary course is designed to enhance the vocabulary skills of undergraduate students. The course focuses on practical and functional aspects of vocabulary, emphasizing its application in real-life contexts such as academic writing, professional communication, and everyday conversation. Through a variety of activities, students will develop a rich and nuanced vocabulary that will contribute to their overall language proficiency.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Identify new words and phrases	U	F	Vocabulary quizzes
CO2	Use newly acquired vocabulary appropriately in various contexts.	Ap	P	Assignment Written Test
CO3	Use various resources such as dictionaries, online tools, and authentic materials to expand their vocabulary.	Ap	P	Vocabulary Quizzes and games
CO4	Infer the meaning of words based on context clues, including surrounding words, phrases, and sentences.	An	C	Vocabulary quizzes Reading comprehension assessments Written Test
CO5	Analyze the morphological structure of words, facilitating deeper comprehension and retention of vocabulary.	An	C	Word breakdown exercises Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Foundations of Vocabulary Development		12	10
	1	Importance of vocabulary in language proficiency	2	
	2	Techniques for effective vocabulary acquisition- contextual learning, mnemonic devices, and vocabulary mapping	2	
	3	Introduction to word families and root words, high frequency words	2	
	4	Prefixes and Suffixes	3	
	5	Collocations	3	
		Activity <ul style="list-style-type: none"> ● Students may be asked to compile lists of words with common prefixes and suffixes, along with their meanings and example sentences. ● Students may be provided with sentences/phrases with missing words and a list of matching collocations. 		

		<p>References:</p> <p>McCarthy, Michael and Felicity O' Dell. <i>English Vocabulary in Use Intermediate</i>. Cambridge, 1994.</p> <p>https://www.oxfordlearnersdictionaries.com/about/oxford3000</p> <p>https://www.wordreference.com/englishcollocations/</p> <p>https://www.english-grammar.at/online_exercises/prefixes-suffixes/</p>		
II	Expressions and Fluency		10	15
	6	Descriptive Vocabulary- describing people, places, objects, and emotions using adjectives and adverbs.	2	
	7	Vocabulary in context through materials such as articles, podcasts, and videos.	3	
	8	Active and passive vocabulary	1	
	9	Homonyms, Homophones and Homographs	1	
	10	Onomatopoeic words	1	
	11	Compound words, Portmanteau words	2	
		<p><i>Activity</i></p> <ul style="list-style-type: none"> ● Vocabulary quiz based on contextual understanding ● Articles from newspapers can be analysed for new vocabulary. ● Maintain a vocabulary journal documenting new words/phrases encountered in articles, podcasts, and videos and lists of words from unit 8-11 		
		<p><i>References</i></p> <p>https://www.vocabulary.com/</p> <p>https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/</p>		
III	Vocabulary Proficiency		7	15
	13	Synonyms and Antonyms	3	
	14	Idioms and Phrasal verbs	3	
	15	Using a Thesaurus and a Dictionary	1	

		<p><i>Activity</i></p> <ul style="list-style-type: none"> ● <i>Provide comprehension passages and worksheets with questions related to synonyms, antonyms, idioms and phrasal verbs within the passages.</i> ● <i>Brainstorming of synonyms, synonym matching exercises can be done.</i> ● <i>Students should navigate a dictionary effectively and extract relevant information about words, their etymology, including synonyms and antonyms.</i> ● <i>Students should refer a thesaurus to find synonyms and antonyms for atleast 10 words.</i> 		
		<p><i>References</i></p> <p>Oxford English Dictionary, Oxford University Press, 2020.</p> <p>Roget, Peter Mark. <i>Roget's International Thesaurus</i>, HarperCollins, 2019.</p> <p>https://www.wordhippo.com/</p> <p>https://www.vocabulary.com/</p> <p>https://www.englishclub.com/vocabulary/</p>		
IV	Vocabulary Expansion in the Digital Age		7	10
	16	Introduction to online dictionaries, thesauruses, and vocabulary-building apps	2	
	17	Multimedia resources -videos, podcasts, infographics- for vocabulary enhancement	2	
	18	Automated vocabulary quizzes and self-assessment tools	2	
	19	Digital reading platforms for vocabulary development	1	
		<p><i>Activity</i></p> <p><i>The students need to use the links provided below and practice exercises.</i></p> <p>https://www.youtube.com/watch?v=PgQoYNBKtII</p> <p>https://www.ldoceonline.com/quiz/</p> <p>https://www.oxfordonlineenglish.com/english-level-test/vocabulary</p>		

		<p><i>References:</i></p> <p>https://www.bbc.co.uk/programmes/p02pc9xz/episodes</p> <p>https://www.oxfordlearnersdictionaries.com/</p> <p>https://www.thesaurus.com/</p>		
V	Open Ended Module		9	
	1	<ul style="list-style-type: none"> ● Students may be encouraged to take part in spell bee competitions ● Preparation of a vocabulary book including new words collected from daily newspapers. 		
		<p>Suggested Readings</p> <p>Carnog, Mary W. <i>Merriam-Webster's Vocabulary Builder</i>. Merriam-Webster Mass Market, 2010.</p> <p>Lele Chris. <i>Vocabulary Builder Workbook</i>. Zephyros Pr, 2018.</p> <p>Sethi, J. Standard English and Indian Usage: <i>Vocabulary and Grammar</i>. PHI Learning Pvt. Ltd., 2011.</p> <p>Vennakkadan, Abdul. <i>Rich Vocabulary: Through Motivational Stories</i>. Book Plus, 2024.</p>		

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	-	-	-	-	2	-	-	-	-	1	-	-	-
CO 4	2	-	-	-	-	-	2	-	-	-	-	-	-
CO5	3	-	-	-	-	-	2	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

Internal Assessment- 25 Marks

- Written Test 10
- Worksheets 5
- Presentations 5
- Vocabulary Games 5

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓