

**UALSC20 - Allied-LANGUAGE SKILLS FOR COMMUNICATION**

<b>Year:</b> I <b>Sem:</b> I	<b>Course Code:</b> UALSC20	<b>Title of the Course:</b> Language Skills for Communication	<b>Course Type:</b> Theory	<b>Course Category:</b> Allied	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100
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**Course Outcomes (CO)**

On Completion of the Course the Learners will be able to:

1. Demonstrate adequate efficiency in oral and written communication in English
2. Demonstrate knowledge of the structure of English language
3. Understand the process of communication in general and communication in English
4. Utilize the knowledge and skills of English language to get employment
5. Apply the art of rhetoric in oral and written communication in English, convincingly

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	M
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	M

**H - High – (3), M - Moderate (2), L - Low (1)**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	M
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	M

**Unit I – Vocabulary Building****Knowledge Component - K1-K4****(15 Hours)**

1.1 . The Concept of Word Formation

1.2 . Root words from Foreign Languages and Their Use in English

1.3. Acquaintance with Prefixes and Suffixes from Foreign Languages in English to Form Derivatives

1.3 . Synonyms, Antonyms

- 1.4 . Standard Abbreviations
- 1.5 . Effective Listening Skills, Effective Speaking Skills

### **Unit II – Basic Writing Skills**

**Knowledge**

**Component: K1-K4 (15 Hours)**

- 2.1. Sentence Structures
- 2.2. Use of phrases and clauses in sentences
- 2.3 Importance of Proper Punctuation
- 2.4 Creating Coherence
- 2.5 Organizing Principles of Paragraphs in Documents
- 2.6 Techniques for writing Precisely, Conversations: Situational Dialogues

### **Unit III - Identifying Common Errors in Writing Knowledge Component: K1-K4 (15 Hours)**

- 3.1. Subject-Verb Agreement
- 3.2. Noun-Pronoun Agreement
- 3.3. Misplaced Modifiers
- 3.4. Articles
- 3.5. Prepositions
- 3.6. Redundancies, Cliches, Oral Presentation

### **Unit IV–Nature and Style of Sensible Writing Knowledge Component: K1-K4 (15 Hours)**

- 4.1 Describing
- 4.2 Defining
- 4.3 Classifying
- 4.4 Providing Examples or Evidence
- 4.5 Writing Introduction, Group Discussion
- 4.6 Conclusion

### **Unit V–Writing Practices Knowledge Component: K1-K4 (15 Hours)**

- 5.1 Comprehension
- 5.2 Precis Writing
- 5.3 Essay Writing: An Art
- 5.4 E.mail Writing
- 5.5 Business Memos
- 5.6 Letter Writing, Technical Report
- Writing Interview Skills

### **Books for Study**

Ujjwala, Kakarla, Tanu Gupta and LeenaPundir, Functional English for Communication. Sage Publications India Pvt.Ltd, New Delhi 2019.

### **Books for Reference**

Shaffer, Lawrence, Skill's Editing. Delhi: IV Y Publishing House, 2004.  
Collins, Sandrad. Listening and responding. India: Aakash Press, 2009.  
A.W. Heffernan & John E. Lincoln. Writing a college Work Book WW.

Norton & Company, 1982.

Joshi,PoonamP,Essentials of Communication Skills and Grammar. Delhi:Tarun Printers, 2009.

Taylor,Grant.English Conversation Practice. Tata Mc Graw-Hill,1975.

Dr.A.Devaraj&K.S.Antonymsamy. Effective Communication. Vijay Nicole,2006.

### **Open Educational Resources (OER)**

To make the students prepare, write charts,reports,assignments.

Newspaper cutting(advertisement), to read books interrupt and write reviews.

<b>Year</b> 2020- 2021 <b>SEM :</b> <b>I</b>	<b>Course</b> <b>Code :</b> USEN A120	<b>Title Of The Course</b> : ENGLISH FOR COMMUNICATIO N	<b>Course</b> <b>Type</b> Theory	<b>:</b>	<b>Course</b> <b>Category</b> : Elective	<b>H/W :2</b>	<b>CREDITS:</b> 2	<b>MARKS</b> <b>60</b>
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### Course Outcomes

CO1. Have the knowledge about the elements of effective communication skills.

CO2. Understand the concepts of impactful writing.

**CO3. Implement the strategies for effective speech communication.**

CO4. Acquire knowledge on employment communication.

CO5. Apply communicative skills for conversational and academic purposes.

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H	H	M	M	M	M
CO2	H	H	H	M	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	H	M
CO5	H	H	H	H	H	H

**H - High – (3), M - Moderate (2), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	M	M	M	M
CO2	H	H	H	M	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	H	M
CO5	H	H	H	H	H	H

### I) Course Syllabus

Units

Cognitive Level

K1, K2

## **Unit I: Introduction – Learning**

### **Sub Units:**

#### **1.1**

Introduction to countries and nationalities Question forms  
(pronunciation)

**Asking for and giving personal Information** (Writing-  
Completing a form) (Employability) **1.2**

Asking about people (Review)

**Talking about jobs** (Employability)

Present Simple

#### **1.3**

Reading: Adverbs of frequency

**Making Appointments** (Skill Development)

Collocations

#### **1.4**

Past Simple (Statements)

Reading: a life

changes (because

& so)

**Responding to**

**information**

(Skill

Development)

#### **1.5**

Life Events Years

Past Simple: Questions

**Translation from Tamil to English (Skill Development)**

**1.6**

Reading (Infinitive of Purpose)

**Talking about news (Employability)**

**Letter Writing (Formal and Informal) (Skill Development)**

**UNIT II: Basics of English**

K2, K4

6

**Sub Units:**

**2.1**

At the station (pronunciation: Word Stress)

Present Continuous

Reading: (Transport)

**2.2**

**Offering and asking for help**

Directions and Locations (describing a route)

Date and Time Usage

**2.3**

Past continuous

Reading: What were you doing?

**Giving directions**

The World Pronunciation: Word Stress

## 2.4

Going to

Reading: (Punctuation in number)

Expressing doubt (Review: Lessons 25-28)

## 2.5

Describing People (1) Modifiers

Adjectives and adverbs

Correction of Sentences

## 2.6

Describing People (2) Reading: What do you like?

## Unit III: **Phrase Building I**

K1, K3

6

### Sub Units:

#### 3.1

**TV Programmes (Skill Development)**

Present perfect (Ever and Never)

#### 3.2

**Reading and Writing: Newspaper stories Pronunciation: the Letter (Skill Development)**

Expressing thoughts Review: Lessons 33-36

**Writing about Places (skill Development)**

#### 3.3

Health Problems Possessive adjectives

Present perfect and past simple (talking about accidents)

### 3.4

#### Advice for travelers

At the doctor's (Review: Lesson 37-40)

Cooking (Verbs and Adjectives)

### 3.5

#### Quantity expression a recipe

Shops Pronunciation: Silent Letters

Comparatives and superlatives

### 3.6

Reading and Writing: Shopping not as ... As

In a clothes shop Review: lessons 45-48

## Unit IV: **Phrase Building II**

K2, K4

6

### Sub Units:

#### 4.1

Money (pay, lend, and borrow)

Future with will,

Reading and Writing: Predictions Pronunciations: Sentence Stress

#### 4.2

Money Problems

Review: lesson 49-52

Activities Likes and Dislikes

First Conditional (Pronunciation)



### 4.3

Reading and Writing: activity holidays

Future time clauses

**Booking a hotel Room** (Review: lesson 53-56)

### 4.4

In the Office

Obligation

Reading Writing: a journey to work **Time Expression**

### 4.5

**Greeting a Visitor** (Review: 57-60)

In the home (Subject /Object Questions)

Model Verbs: Should/ Shouldn't

### 4.6

Reading and Writing: jobs in the home (Expressing Opinions)

**Describing Faults** (Review: Lessons: 61-64) (Skill Development)

**Writing Report and Writing CV** ((Skill Development))

## Unit V: **Structural Conversation**

K3, K4

6

### Sub Units:

#### 5.1

**Material Word Building**

Passives

Reading: a New Year Festival

## 5.2

**Responding to information** (Review: lesson: 65-68) (Skill Development)

Computers

Relatives Clauses

## 5.3

Reading: Internet dating

Asking what things are called (Review lessons 69-72)

Phrasal Verbs

## 5.4

Present Perfect: For and Since

Pronunciation: Vowel Sounds

**Reading and Writing: a description of a life** (Skill Development)

**Telephoning** (Review: lessons 73-76) (Skill Development)

## 5.5

**Reading and Writing: a description of a life** (Skill Development)

Telephonic (Review: lessons 73-76)

Feelings, -ed vs -ing adjectives,

## 5.6

Would (Second conditional)

Reading and Writing wining: a win on lottery (Pronunciation: Syllabus)

**Writing Thank – you notes** (Review: Lesson 77-80) (Skill Development)

## PRESCRIBED TEXT:

Tom, Hutchinson. English for Life Pre- intermediate Workbook with Key: Oxford University Press, 2007. Print

## BOOKS FOR REFERENCE:

Taylor, Grant. English  
Conversation Practice. Tata  
Mcgraw Hill.2001

Shemesh, Ruth and Waller,  
Sheila. Teaching English  
Spellings, A Practical Guide.  
Cambridge. 2000

Raymond Murphy, Essential

English Grammar: A Self-Study

Reference and Practice Book for

Elementary Students of English

With Answers: Cambridge

University Press.

Good will's Common Mistakes  
in English – Sam Phillips  
(Active Grammar Level 1, 2, 3)  
(English vocabulary in use –  
Stuart Redman)

<b>Year 2020-2021 SEM :III</b>	<b>Course Code :</b>	<b>Title Of The Course : Conversational English</b>
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### **Course Outcomes**

CO1. Have the knowledge about the elements of effective communication skills.

CO2. Understand the concepts of impactful writing.

CO3. Implement the strategies for effective speech communication.

CO4. Acquire knowledge on employment communication.

CO5. Apply communicative skills for conversational and academic purposes.

CO/PSO	PSO					
	1	2	3	4	5	6

<b>CO1</b>	H	H	H	H	<b>M</b>	<b>M</b>
<b>CO2</b>	H	H	H	H	<b>M</b>	<b>M</b>
<b>CO3</b>	H	H	H	H	H	<b>M</b>
<b>CO4</b>	H	H	H	H	H	<b>M</b>
<b>CO5</b>	H	H	H	H	H	H

**H - High – (3), M - Moderate  
(3), L - Low (1)**

<b>CO/PO</b>	<b>PO</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	H	H	H	<b>M</b>	<b>M</b>
<b>CO2</b>	H	H	H	H	<b>M</b>	<b>M</b>
<b>CO3</b>	H	H	H	H	H	<b>M</b>
<b>CO4</b>	H	H	H	H	H	<b>M</b>
<b>CO5</b>	H	H	H	H	H	H

## I) Course Syllabus

### Units

#### Unit I: **Basics of Communications**

##### Sub Units:

##### 1.1

Idiom and Fixed Expression

Prepositions: Place

##### 1.2

Adverb: frequency and degree,

Time and sequence

##### 1.3

Addition and Contrast

Similarities

##### 1.4

Difference and conditions

Reasons

##### 1.5

Purpose and results

The Physical world

##### 1.6

Weather

Using the land

### UNIT II:

Cognitive Level  
Sub Units:

No. of. Hours

**K1, K2**

**6**

Animals and insects

Countries nationalities and language

##### 2.2

The body and what it does **Describing people's**

**appearance**2.3

**Describing Character** Human feelings and actions

## **2.4**

Family and friends

Ages and stages

Daily Routine

## 2.5

Homes and buildings

Around the home 1

Around the home 2

## **2.6**

Everyday Problems

Money, Health: illness and disease

Health: injuries

Sub Units:

**3.1**

Clothes

Shops and shopping

Food

Cooking and restaurants

**3.2**

Town and country

On the road

Transport

**3.3**

Work: duties

Conditions and pay

Jobs

**3.4**

The Career ladder, in the office and in the factory

Business and Finance

Sales and marketing.

**3.5**

Hobbies

Sports1: games people and places

Sports 2: Wining Losing and scoring

### **3.6**

Cinema and theatre

Music art and Literature

### **Unit IV:**

K2, K4

6

Sub Units:

#### **4.1**

Newspapers

Television

On the phone

#### **4.2**

Computers

Education: School

Education: university

#### **4.3**

Law and order

Crime

Politics

#### **4.4**

Bureaucracy

War and Peace

#### **4.5**

Pollution and the environment

Air Travel

Hotels

4.6

A Sightseeing holiday

On the beach and in the country

Unit V:

K3, K4

6

**Sub Units:**

5.1

Time

Numbers

Distance and dimension,

5.2

Shapes

Colours and Patterns

5.3

Partitives

The senses

**5.4**

**Notices and Warnings**

Vague languages

5.5

American English

Formal and informal English



## 5.6

Abbreviations and abbreviated words

### **PRESCRIBED TEXT:**

Stuart Redman. English Vocabulary in use Pre-intermediate & intermediate: Cambridge University Press, 1997.  
print

### **BOOKS FOR REFERENCE:**

Taylor, Grant. English Conversation Practice. Tata Mcgraw Hill.2001

Shemesh, Ruth and Waller, Sheila. Teaching English Spellings, A Practical Guide. Cambridge. 2000

Raymond Murphy, Essential English Grammar: A Self-Study Reference and Practice Book for Elementary

Students of English WithAnswers: Cambridge University Press.

Good will's Common Mistakes in English – Sam Phillips (Active Grammar Level 1, 2, 3) (English vocabulary in use –Stuart Redman)

## UCENB20 - ENGLISH PRONUNCIATION: THEORY AND PRACTICE

<b>Year: I</b> <b>Sem: I</b>	<b>Course Code:</b> UCENB20	<b>Title of the Course:</b> English Pronunciation: Theory and Practice	<b>Course Type:</b> Theory	<b>Course Category:</b> Main	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100
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### Course Outcomes (CO)

On Completion of the Course the Learners will be able to:

1. Infer/recognize the role of speech sounds in human language
2. Demonstrate understanding of the structural organization of speech sounds of English language and the subtle variations in its pronunciation
3. Illustrate, identify and label the parts of the human articulator system
4. Remember the English vowels, consonants and diphthongs along with their corresponding (IPA) Phonetic symbols
5. Identify the difference between (i) consonants and vowels, (ii) pure vowels and diphthongs, (iii) voiced and voiceless consonants, (iv) place of articulation and manner of articulation

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	H	M

CO3	H	H	H	H	M	M
CO4	H	H	H	H	M	M
CO5	H	H	H	H	H	M

**H - High – (3), M - Moderate (2), L - Low (1)**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	H	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	M	M
CO5	H	H	H	H	H	M

## Course Syllabus

### Unit I – Theory

**Knowledge Component: K1-K4**

**(15 Hours)**

- 1.1. Phonetics
- 1.2. Consonants, Voiced and Voiceless Sounds
- 1.3. Place of Articulation
- 1.4. Familiar and Unfamiliar Symbols
- 1.5. Transcribing Sounds
- 1.6. Manner of Articulation

### Unit II – Theory

**Knowledge Component: K1-K4**

**(15 Hours)**

- 2.1 Consonant Chart
- 2.2 Glottal Stops and Flaps
- 2.3 Vowels
- 2.4 Diphthongs
- 2.5. American and British Diphthongs
- 2.6. Subtle Individual Variation

### Unit III - Theory

**Knowledge Component: K1-K4**

**(15 Hours)**

- 3.1. Phonology
- 3.2. Phonemes
- 3.3. Natural Classes
- 3.4. Phones and Allophones
- 3.5. Complementary Distribution and Minimal Pairs
- 3.6. Phonotactics

**Unit IV – Theory**

**Knowledge Component: K1-K4**

**(15 Hours)**

4.1. Syllables

4.2. Coarticulation Effects

4.3. Assimilation

4.4. Nasalization

4.5. Elision

4.6. Normal Speech

**Unit V: Practice**

**Knowledge Component: K1-K4**

**(15 Hours)**

5.1. Phonemic Symbols for Vowels

5.2. Phonemic Symbols for Consonants

5.3. Sound pairs in Vowels

5.4. Sound pairs in Consonants

5.5. Word Stress: Practice

5.5. Sentence Stress: Practice

**Books for Study**

Yule, George. *The Study of Language*. 6<sup>th</sup> Ed., Cambridge University Press, 2017.

Hancock, Mark. *English Pronunciation in Use*. Cambridge University Press, 2003.

**Books For Reference**

Jones, Daniel. *English Pronouncing Dictionary*. 17<sup>th</sup> Ed., Cambridge University Press, 2006.

**Open Educational Resources (OER)**

“English Pronunciation in Use” - Android Application

<b>Year: II SEM: III</b>	<b>Course Code :USEN C320</b>	<b>Title Of The Course : English for Competitive Exams</b>	<b>Course Type :Theory/ Practical</b>	<b>Course Category : Skill Based Elective I</b>	<b>H/W 2</b>	<b>CREDITS 2</b>	<b>MARKS 60</b>
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### Course Outcomes

The Learners will be able to

<b>CO No.</b>	<b>Course Outcome</b>
CO1	Recall basic rules of grammar
CO2	Enhance the students vocabulary and communication skill
CO3	Speak and write fluently inEnglish
CO4	Enhance different verbal and reasoning ability
CO5	Enrich student knowledge on general awareness and current affairs

<b>CO/PSO</b>	<b>PSO</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	H	H	M	M	M
<b>CO2</b>	H	H	H	M	M	M
<b>CO3</b>	H	H	H	H	M	M
<b>CO4</b>	H	H	H	H	H	H
<b>CO5</b>	H	H	H	H	H	M

**H - High – (3), M - Moderate (3), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	M	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	M

**Unit I: Grammar**

**K Level (1 – 4)**

**(Hours 7)**

- 1.1 Elements of Grammar
- 1.2 Parts of speech
- 1.3 Kinds of sentences
- 1.4 Articles
- 1.5 Spotting the errors
- 1.6 Rearranging sentences

**Unit II: Vocabulary**

**K Level (1 – 4)**

**(Hours 7)**

- 2.1 Introduction to Vocabulary
- 2.2 Antonyms
- 2.3 Synonyms
- 2.4 Acronyms
- 2.5 Homophones
- 2.6 Homonyms

**Unit III: Spellings**

**K Level (1 – 4)**

**(Hours 7)**

3.1 Introduction to the importance of correct spelling

3.2 Jumbled words

3.3 One Word Substitutions

3.4 Misspelt words

3.5 Introduction to creating new words

3.6 Creating new words

**Unit IV: Reasoning****K Level (1 – 4)****(Hours 8)**

4.1 Verbal Reasoning

4.2 Comprehension and composition

4.3 Letter writing

4.4 Paragraph Writing

4.5. Cloze Test

4.6 Idioms and Phrases

**Unit V: General knowledge****K Level (1 – 4)****(Hours 7)**

5.1 Introduction to the importance of General Knowledge

5.2 General Intelligence and Reasoning

5.3 Current Affairs and recent developments

5.4 Static GK

5.5 General Awareness

5.6 Abbreviations

**Books for Study:**

R. Gopalan V. Rajagopalan Roopkumar Balasingh, General English for Competitive Examinations. Vijay Nicole Imprints pvt. Ltd ( Chennai) 2010.

R.P. Bhatnagar. *English for Competitive Examinations* 3<sup>rd</sup> Edition. India: MacMillan. 2009.

Bhatnagar R.P & Rajul Bhargava. *English for Competitive Examinations*. Special Edition. Macmillan Publishers, 2007.

Maison M.Margaret . *Examine Your English*. Orient Blackswan Private Limited, Hyderabad, 1964.

**Books for Reference**

Murphy, Raymond. *Essential English Grammar*. Cambridge University Press, 2003.

B.G.Tandon &Tandon,Loveena. *English Grammar and Composition*. Anne Books, 2007.

A.J. Thompson &A.V.Martinet. *A Practical English Grammar*. OUP, 1980.

T.L.H. Pearse, Smith. *The English Errors of Indian Students*. OUP, 1968.



**Central Government Schemes, Revolutions in India, Indian Culture, Indian History, Geography and its diversity, Polity**

General Intelligence & Reasoning	25	50	<b>60 minutes (Total)</b>
<b>General Awareness</b>	<b>25</b>	<b>50</b>	
Quantitative Aptitude	25	50	
English Language and Comprehension			

Given below are a few important topics of general English for competitive exams to assist candidates in their preparations.

1. Rules For Tenses
  2. Rules For Prepositions
  3. List of Prepositions
  4. Rules and List of Conjunctions
  5. Active And Passive Voice Rules
  6. List of One Word Substitutions
  7. List of Homophones/Homonyms
  8. List of Synonyms and Antonyms
  9. Idioms And Phrases
  10. Spotting the Error
  11. Reading Comprehension
  12. Cloze Test
  13. Letter Writing Format
  14. Precis Writing
  15. Sentence Correction Questions
  16. Adjective Degree Of Comparison Rules
  17. Article Rules
  18. Direct & Indirect Speech Rules
- Sentence Rearrangement & Para jumbles

<b>Year: 2020</b> <b>Semester - IV</b>	<b>Course Code: 16ENA</b>	<b>Title of the Course: Journalism</b>	<b>Course Type:</b>	<b>Course Category: Skill Based Elective-II</b>	<b>H/W: 4</b>	<b>Credits: 5</b>	<b>Marks: 60</b>
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### Course Outcomes (CO)

On Completion of the Course the Learners will be able to:

- CO1 Discuss the history and principles of journalism
- CO2 Discuss the role, duties and responsibilities of reporter, sub-editor and editor, the different press laws and acts
- CO3 Write news articles and edit news
- CO4 Analyse different types of news writing
- CO5 Discuss advertisement and ethics of advertising

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	M	M
CO5	H	H	H	H	M	M

**H - High – (3), M - Moderate (2), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	M	M

CO5	H	H	H	H	M	M
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<b>Unit 1: INTRODUCTION AND ETHICS</b>	<b>K1, K2</b>	<b>7 Hours</b>
1.1: Introduction to Journalism		
1.2: A Short History of Journalism in India		
1.3: Principles of Journalism		
1.4: Press Codes and Press Council of India		
1.5: Ethics of Journalism		
1.6: The role played by Journalism as part of the mass media		
<b>Unit 2: THE PRESS: LAWS &amp; PRIVILEGES</b>	<b>K2, K4</b>	<b>7 Hours</b>
2.1: Freedom of Press, Challenges to Press Freedom		
2.2: Press Laws- Defamation		
2.3: Libel Contempt of Court		
2.4: Copyright Laws		
2.5: Press Regulation Act		
2.6: Press Registration Act, Law of Privileges		
<b>Unit 3: ROLES &amp; REPORTS</b>	<b>K4, K5</b>	<b>7 Hours</b>
3.1: The Role of the Reporter		
3.2: The Role of the Sub-Editor		
3.3: The Role of the Editor		
3.4: News Agencies		
3.5 Types- Straight, Interpretative, Investigative		
3.6 News Tracking		
<b>Unit IV: DESIGNING-ADVERTISING</b>	<b>K5, K6</b>	<b>8 Hours</b>
4.1: Reporting		
4.2: Headlines		
4.3: Editing		
4.4: Layout, Aims		
4.5: Designing-Types-Advertisements		
4.6: Advertising and Social Responsibility		
<b>Unit V: PRACTICALS</b>	<b>K3, K5, K6</b>	<b>7 Hours</b>
5.1: Editing		
5.2: Proof Reading		
5.3: Photographic Journalism		
5.4: Cartoon		
5.5: News Reports		
5.6: Advertisements		

**Books for study and reference:**

1. Vir Aggarwal & V.S.Gupta., **Handbook of Journalism and Mass**

**Communication**, Concept Publishing Company, New Delhi.

2. Puri. G.K. **Competition Success: Review Communication** . New Delhi: Sudha Publication,

3. Roy, Baron, **Beginner's Guide to Journalism**, New Delhi: Pushtak Mahal, 2003.

4. Parthasarathy,Rangaswami, **Basic Jounalism**,Macmillan Publications,New Delhi,1984 Print.

## UATOT20 - Allied - TECHNIQUES OF TRANSLATION

<b>Year:</b> II	<b>Course Code:</b> UATOT20	<b>Title of the Course:</b> Techniques of Translation	<b>Course Type:</b> Theory	<b>Course Category:</b> Allied	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100
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### Course Outcomes (CO)

On Completion of the Course the Learners will be able to:

1. Identify the nuances of the process of translation.
2. Explain the concepts of translation and the role of the translator.
3. Apply theoretical approaches to translate literary and non-literary texts
4. Analyse the practicality of translation and use it to develop awareness of academic writing requirements.
5. Evaluate the translated and original texts.

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	M	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	M	M
CO5	H	H	H	H	H	M

**H - High – (3), M - Moderate (2), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	M	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	M	M
CO5	H	H	H	H	H	M

## **Course Syllabus**

**Unit I** **K1-K4** **(15 Hours)**

- 1.1 Perspectives on Translation
- 1.2 Definition of Translation
- 1.3 Equivalence: semantic and stylistic
- 1.4 Discourse Parameters
- 1.5 Rules: description
- 1.6 Prescription

**Unit II** **K1-K4** **(15 Hours)**

- 2.1 Key concepts
- 2.2 Key figures in Translation theory
- 2.3 Literary and Non-Literary and literal
- 2.4 Transliteration
- 2.5 Transcreation
- 2.6 Scientific Translation

**Unit III** **K1-K4** **(15 Hours)**

- 3.1 Definition of a Translator
- 3.2 Memory
- 3.3 Meaning
- 3.4 Language
- 3.5 The communication process
- 3.6 The translation process

**Unit IV** **K1-K4** **(15 Hours)**

- 4.1 Translation Theories
- 4.2 Models
- 4.3 Analogies
- 4.4 Requirements for a theory of Translation
- 4.5 Methodology; investigating translation
- 4.6 Unit of Translation

**Unit V** **K1-K4** **(15 Hours)**

- 5.1 Translating: Modelling The Process
- 5.2 The Translator: Knowledge and Skills
- 5.3 Ideal: Bilingual competence
- 5.4 Expertise
- 5.5 Communicative competence
- 5.6 Practice- Translating Texts (According to individual's mother tongue)

**Books for Study:**

Bell, Roger T. *Trans. and Translating: Theory and Practice*. UK:

Longman Group. 1991

<https://pandoraenglish.files.wordpress.com/2012/11/ebooksclub->

[b-](https://pandoraenglish.files.wordpress.com/2012/11/ebooksclub-)

[org/translation\\_and\\_translating\\_theory\\_and\\_practice\\_applied\\_linguistics\\_and\\_language\\_study\\_.pdf](https://pandoraenglish.files.wordpress.com/2012/11/ebooksclub-)

**Books for Reference:**

Kumar, Bijay Das. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers and Distributors, 2005.

Seturaman, ed. *Indian Aesthetics: An Introduction*. New Delhi:

Macmillan, 2005. Mukherjee, Sujit. *Translation as Recovery*.

Delhi: Pencraft International.

## USEND520- THEATRE AND DRAMATURGY

<b>Year : III SEM :V</b>	<b>Course Code : USEND520</b>	<b>Title Of The Course : Theatre and Dramaturgy</b>	<b>Course Type Theory and Practical</b>	<b>Course Category : Elective</b>	<b>H/W 6</b>	<b>Credits 5</b>	<b>Marks 100</b>
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### Course Outcomes (CO)

On Completion of the Course the Learners will be able to:

1. Identify the fact that real life and drama are inter connected and to portray the connectivity through English language.
2. Discuss theatre as a form of art referring to Classical, British, American and Indian stages
3. Use drama to showcase the problems and solutions of life.
4. Use theatre as a medium to bring out social awareness on ecological, psychological, sociological problems faced by the society.
5. Write scripts on various topics to express their ideas, feelings and concern towards mankind.

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

**H - High – (3), M - Moderate (2), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H



CO5	H	H	H	H	H	H
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## Course Syllabus

### Unit I Hours)

**K1 K2 K3**

**( 6**

1.1 The Nature of Drama

1.2 Definitions of Drama

1.3 Origin

1.4 Universality

1.5 Stage Conditions-Greek Theatre

1.6 Elizabethan

Theatre

Practical session

– Voice training

### Unit II

**K1 K2 K3**

**( 6 Hours)**

2.1 The Physicality of the stage

2.2 Silence

2.3 Colour

2.4 Juxtaposition

2.5 Plot

2.6 Action

Practical Session – Play-Reading

### Unit III

**K3 K4 K5**

**( 6 Hours)**

3.1 Religion

3.2 Tragedy

3.3 Marlowe

3.4 Dr. Faustus (Self-study)

3.5 Morality Play

3.6 Faustus as a

Renaissance man

**Practical session –**

**Stage Management**

**Unit IV** **K3 K4 K5** ( 6  
**Hours)**

4.1 Shakespearean Tragedy-Hamlet

4.2 Tragic Effect

4.3 Problems of the Situation

4.4 Role of Ghost

4.5 Appearance and Reality

**4.6 Hamlet's Temperament**

**Practical Session – Performance**

**Unit V** **K3 K4 K5 K6** ( 6  
**Hours)**

5.1 Indian Theatre

5.2 A history of Indian English Drama

5.3 Pre-independent English Drama

5.4 Post-independent English Drama

5.5 An overview of Tamil Drama

5.6 Genesis and Growth

**Practical Session – Script Writing**

**Books for Study**

1. G. J. Watson. *Drama: An Introduction*. London: Macmillan. 1988.
2. T. SaiChandaMouli. *Multicultural Theatre and Drama*.
3. Worldwide circulation through Authorspress Global Network, 2011

**Books for Reference**

Archer, William. *Play Making: A manual of craftsmanship*. Dover publication. New York. 1960

Rusell, John Brown. *Drama and the theatre: with radio, film and television*. Roultdedge and Kean Pau: London, 1971.

## USEND620 - APPROACHES TO LITERATURE

<b>Year :</b> III	<b>Course Code :</b> USEND620	<b>Title Of The Course :</b> Skill-Based Elective: Critical Approaches to Literature	<b>Course Type :</b> Theory & Practical	<b>Course Category :</b> Core	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100
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### Course Outcomes (CO)

On Completion of the Course the Learners will be able to:

1. Remember seminal writers, works and ideas
2. Understand key concepts under various approaches
3. Apply critical theories for the interpretation of literary texts
4. Compare and Contrast various critical theories
5. Analyse the strength and drawbacks of various approaches

CO/PSO	PSO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	H	M
CO5	H	H	H	H	H	M

**H - High – (3), M - Moderate (2), L - Low (1)**

CO/PO	PO					
	1	2	3	4	5	6
CO1	H	H	H	M	M	M
CO2	H	H	H	H	M	M
CO3	H	H	H	H	M	M
CO4	H	H	H	H	H	M
CO5	H	H	H	H	H	M

**Unit I: K1- K5**

**(18 hours)**

**The Pre-critical Response**

- 1.1 Setting,
- 1.2 Plot
- 1.3 Character,
- 1.4 Structure,
- 1.5 Style, Atmosphere, Theme (Pg 6 -15)

[Guerin, Wilfred L. & Labor, Earle. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press. 1999.]

- 1.6 *The Great Gatsby* - F. Scott Fitzgerald (Compulsory Reading)

**Unit II**

**K1- K5 (18 hours)**

- 2.1 Introduction to New Criticism
- 2.2 New Criticism Terms – Formalism, New Criticism
- 2.3 New Criticism (pg 136- 164)
- 2.4 Introduction to Structuralism
- 2.5 Structuralism Terms – Binary Opposition, Diachronic, Langue, Parole, Semiotics, Sign, Structuralism, Synchronic
- 2.6 Structuralism (212- 247)

**Unit III**

**K1- K5 (18 hours)**

- 3.1 Introduction to Poststructuralism/ Deconstruction
- 3.2 Poststructuralism/ Deconstruction Terms - Absence/ Presence, Center, Deconstruction, Différance, Logocentricism, Play, Poststructuralism
- 3.3 Poststructuralism/ Deconstruction (250 – 279)
- 3.4 Introduction to Psychoanalysis
- 3.5 Psychoanalysis Terms – Anxiety, Id, Libido, Oedipus Complex, Psychoanalysis, Superego, Unconscious
- 3.6 Psychoanalysis (12-15, 24-26, 34-50)

**Unit IV**

**K1- K5 (18 hours)**

- 4.1 Introduction to Feminism
- 4.2 Feminism Terms – Essentialism, Gender, L'écriture féminine
- 4.3 Feminism (91-105, 108-131)
- 4.4 Introduction to Marxism

4.5 Marxism Terms – Base/ Superstructure, Capitalism, Ideology, Marxism  
4.6 Marxism (53-54, 56-61, 64-79)

**Unit V**

**K1- K5**

**(18**

**hours)**

5.1 Introduction to Reader Response Theory

5.2 Reader Response Theory Terms – Hermeneutics, Reader Response theory

5.3 Reader Response Theory (189-203)

5.4 Introduction to Postcolonialism

5.5 Postcolonialism Terms – Colonialism, Ethnicity, Orientalism, Other, Postcolonial, Race, Subaltern,

5.6 Postcolonial Theory ( 417 – 446)

**Questions for further practice ( for all approaches stated above) for internal assessment (Assignment/ Seminar) only.**

**Primary Sources:**

Guerin, Wilfred L. & Labor, Earle. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press. 1999.

Irena R. Makaryk. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Canada: University of Toronto Press Incorporated. 2000. **(For Introduction to the approaches)**

Klages, Mary. *Key Terms in Literary Theory*. London: Continuum International Publishing Group, 2012.

Tyson, Lois. *Critical Theory Today*. New York: Routledge: 2006.

**References:**

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. India: Viva Books. 2010

Bertens, Hans. *Literary Theory: The Basics*. New York: Routledge, 2003.

Panja, Shomishtha. Ed. *Critical Theory: Textual Application*. New Delhi: Worldview Publications, 2002.

Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972  
Lodge, David. Ed. *Modern Criticism and Theory*. London: Longman, 1982.

Sethuraman, VS. Ed *Contemporary Criticism*. Madras: Macmillan, 1989.

Panja, Shomishtha. Ed. *Critical Theory: Textual Application*. New Delhi: Worldview Publications, 2002.