



गोंय विद्यापीठ

ताळगांव पठार

गोंय - ४०३ २०६

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(Accredited by NAAC)

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GU/Acad –PG/BoS -NEP/2023/102/6

Date: 19.06.2023

CIRCULAR

The University has decided to implement the UGC Curriculum and Credit Framework for the Undergraduate Programme (CCFUP) of **Bachelor of Arts in English/Bachelor of Arts in English (Honours)** under the National Education Policy (NEP) 2020 from the Academic Year 2023-2024 onwards.

The approved Syllabus of Semesters I and II of the **Bachelor of Arts in English/Bachelor of Arts in English (Honours)** Programme is attached.

Principals of Affiliated Colleges offering the **Bachelor of Arts in English/Bachelor of Arts in English (Honours)** Programme are requested to take note of the above and bring the contents of this Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,

1. The Principals of Affiliated Colleges offering the Bachelor of Arts in English /Bachelor of Arts in English (Honours) Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Dean, Sheno Goembab School of Languages and Literature, Goa University.
3. The Vice-Deans, Sheno Goembab School of Languages and Literature, Goa University.
4. The Chairperson, BOS in English.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Programme Structure for Semester I to VIII Under Graduate Programme- English

Semester	Major -Core	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	Major-1 ENG 100 – Introduction to English Literature – 4 credits	Minor-1 ENG 111 – Science Fiction in English – 4 credits	MC-1 ENG 131 – Culture Study through Film: India – 3 credits OR MC-2 ENG 132 – Advanced Writing Skills in English – 3 credits	AEC -1 ENG 151 – Communicative English: Spoken and Written – 2 credits	SEC-1 ENG 141 – Soft Skills – 3 credits OR SEC -2 ENG 142 – Creative Writing in English – 3 credits OR SEC-3 ENG 143 – English for Competitive Exams – 3 credits					
II		Minor-2 ENG 112 – Detective Fiction in English – 4 credits	MC-3 ENG 133 – Travel Narratives of India – 3 credits OR MC-4 ENG 134 – Culture Study through Film: America – 3 credits	AEC-2 ENG 152 – Digital Content Creation in English – 2 credits	SEC-1 ENG 141 – Soft Skills – 3 credits OR SEC-2 ENG 142 – Creative Writing in English – 3 credits OR SEC-3 ENG 143 – English for Competitive Exams – 3 credits					*
III		Minor-3 ENG 211 – World Literatures – 4 credits	MC-5 ENG 231 – Metaverse and Literature – 4 credits OR	AEC-3 ENG 251 – Functional English I– 2 credits	SEC-4 ENG 241 – Learning English Language through					

	centuries – 4 credits Major-3 ENG 201 – Goan Literature in English Translation – 4 credits		MC-6 ENG 232 – Narrative Medicine – 4 credits		Literature – 3 credits OR SEC-5 ENG 242 – Text and performance in English – 3 credits					
IV	Major-4 ENG 202 – British Literature: 18 th and 19 th century – 4 credits Major-5 ENG 203 – Ecology and Literature – 4 credits Major-6 ENG 204 – Diasporic Goan Literature – 4 credits Major-7 ENG 205 – Dalit Literature – 4 credits	Minor-4 ENG 221 – News Reporting and Editing – 4 credits		AEC- 4 ENG 252 – Functional English II- 2 credits						
V	Major-8 ENG 300 – Literary Criticism: From the Classical to the Modern – 4 credits Major-9 ENG 301 – Modern European Drama – 4 credits	Minor VET-5 ENG 321 – Creative Writing – 4 credits				INTERN SHIP- ENG 312- Translat ion Studies (2 credits)	PROJECT/DI SSERTATIO N- 04 credits			

	Major-18 ENG 402 –English Novel– 4 credits									
	Major-19 ENG 403 – English Drama									
VIII	Major-20 ENG 404 – English Poetry – 4 credits	Minor-8 ENG 412: Study of a Major Novelist: D.H. Lawrence or Joseph Conrad– 4 credits								
	Major-21 ENG 405 –Novel as a Major Literary form– 4 credits									
	Major-22 ENG 406 – Linguistics- 4 credits									
	Major-23 ENG 407 –American Literature– 4 credits									

* List of Exit Courses along with the syllabus will be provided separately.

Name of the Programme: Bachelor of Arts

Course Code: ENG-100

Title of the Course: Introduction to English Literature

Number of Credits: 04

Effective from AY: 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none">• Basic knowledge of the English language• An interest in reading literature• Ability to express oneself in writing								
Course Objectives:	<ul style="list-style-type: none">• To develop an interest in literature among learners• To acquaint the students with English literature• To analyse the values in the prescribed texts								
Content:	<table border="0"><tr><td>Unit 1 - Short Story H.H. Munro - "The Open Window" Katherine Mansfield - "A Cup of Tea" O. Henry - "The Gift of the Magi" James Thurber - "The Secret Life of Walter Mitty"</td><td style="text-align: right; vertical-align: top;">(15 hours)</td></tr><tr><td>Unit 2 - Poetry Michael Drayton - "The Parting" William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds" Ben Jonson - "On my First Son" William Wordsworth - "The World Is Too much With Us" Robert Frost - "Mending Wall" W.B. Yeats - "The Ballad of Father Gilligan" Rudyard Kipling - "If" Maya Angelou - "Still I Rise"</td><td style="text-align: right; vertical-align: top;">(15 hours)</td></tr><tr><td>Unit 3 – Novel George Orwell - <i>Animal Farm</i> Ernest Hemingway - <i>The Old Man and the Sea</i></td><td style="text-align: right; vertical-align: top;">(20 hours)</td></tr><tr><td>Unit 4 – Drama Henrik Ibsen - <i>The Doll's House</i></td><td style="text-align: right; vertical-align: top;">(10 hours)</td></tr></table>	Unit 1 - Short Story H.H. Munro - "The Open Window" Katherine Mansfield - "A Cup of Tea" O. Henry - "The Gift of the Magi" James Thurber - "The Secret Life of Walter Mitty"	(15 hours)	Unit 2 - Poetry Michael Drayton - "The Parting" William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds" Ben Jonson - "On my First Son" William Wordsworth - "The World Is Too much With Us" Robert Frost - "Mending Wall" W.B. Yeats - "The Ballad of Father Gilligan" Rudyard Kipling - "If" Maya Angelou - "Still I Rise"	(15 hours)	Unit 3 – Novel George Orwell - <i>Animal Farm</i> Ernest Hemingway - <i>The Old Man and the Sea</i>	(20 hours)	Unit 4 – Drama Henrik Ibsen - <i>The Doll's House</i>	(10 hours)
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Unit 4 – Drama Henrik Ibsen - <i>The Doll's House</i>	(10 hours)								
Pedagogy:	<ol style="list-style-type: none">1) Reflective approach2) Integrative approach								
References/Readings:	<ul style="list-style-type: none">• Abrams, M.H. <i>A Glossary of Literary Terms</i>, Cengage Learning, 2012.• Green, David. <i>The Winged Word</i>. Macmillan India Ltd, 2009.• Hemingway, Ernest. <i>The Old Man the Sea</i>. Arrow Books, 1993.• Ibsen, Henrik. <i>The Doll's House</i>. Dover Publications, 1992.• Iyengar, Srinivasa K.R. <i>Indian Writing in English</i>. Sterling Publishers, India.• Orwell, George. <i>Animal Farm</i>. Oxford University Press, 2021.• Ramachandran, C. N. and Achar Radha eds. <i>Five Centuries of Poetry</i>. Trinity Press. 1991.								
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">• Read and appreciate literary texts• Understand literary movements and the writers representing their times• Get insights into the nuances of literary writing• Appreciate and distinguish between major genres of literature								

Name of the Programme: Bachelor of Arts
Course Code: ENG-111
Title of the Course: Science-Fiction in English
Number of Credits: 04
Semester: I
Effective from AY: 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none"> ● An interest in the genre of Science Fiction ● The ability to read independently and also express oneself in writing ● Confidence in interacting with peers and teachers to facilitate classroom activities 	
Course Objectives:	<ul style="list-style-type: none"> ● To introduce the students to the genre of Science Fiction ● To acquaint students with the concepts of ‘future’ and ‘change’ in science fiction ● To explore the scientific temperament through the prescribed works 	
Content:	<p>Unit 1: H.G. Wells - <i>The Time Machine</i></p> <p>Unit 2: Robert Louis Stevenson <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p>Unit 3: Isaac Asimov - <i>I, Robot</i></p> <p>Unit 4: Andy Weir - <i>The Martian</i></p>	<p>(15 hours)</p> <p>(15 hours)</p> <p>(15 hours)</p> <p>(15 hours)</p>
Pedagogy:	<ol style="list-style-type: none"> 1) Reflective approach 2) Integrative approach 	
References/ Readings:	<ul style="list-style-type: none"> ● Hammond, John R. H.G. Wells’ <i>The Time Machine: A Reference Guide</i> Author John R. Hammond, Praeger, 2004. ● Prucher, Jeff. <i>Brave New Words: The Oxford Dictionary of Science Fiction</i>. Oxford University Press, 2006. ● Rooney, Anne. <i>York Notes for GCSE</i>. Pearson Education Limited. 1st edition, 2015. ISBN-13: 978-1447982180 ● Smith, C. Curtis, editor. <i>Twentieth Century Science Fiction Writers</i>. St. James P, 1986. ● Stevenson, Robert Louis. <i>Strange case of Dr. Jekyll and Mr. Hyde</i>. Jaico Publishing House, Bombay: 2014 ● Wolfe, Gary K. <i>Critical Terms for Science Fiction and Fantasy</i>. Greenwood, 1986. 	
Course Outcomes:	<p>On completion of the course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand the concepts related to science fiction 2. Appreciate the dystopian/futuristic points of view 3. Integrate the futuristic, imaginative world with the real-time world 4. Critically analyse the literary devices used in science fiction 	

Name of the Programme: Bachelor of Arts
Course Code: ENG-112
Title of the Course: Detective Fiction in English
Number of Credits: 04
Semester: II
Effective from AY: 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none"> ● An interest in the genre of Detective/ Crime Fiction ● The ability to read independently and be able to express oneself in writing 	
Course Objectives:	<ul style="list-style-type: none"> ● To introduce the students to Crime/Detective fiction ● To help students identify the characteristics of crime/detective fiction ● To acquaint students with cultural stereotypes in crime fiction 	
Content:	Unit 1: Arthur Conan Doyle - <i>The Hound of the Baskervilles</i> Unit 2: Agatha Christie - <i>Murder on the Orient Express</i> Unit 3: H.R.F. Keating - <i>Inspector Ghote Goes by Train</i> Unit 4: Stieg Larsson - <i>The Girl with the Dragon Tattoo</i>	(15 hours) (15 hours) (15 hours) (15 hours)
Pedagogy:	1) Reflective approach 2) Integrative approach	
References/ Readings:	<ul style="list-style-type: none"> ● Bleiler, Richard. <i>Reference and Research Guide to Mystery and Detective Fiction</i>. Reference Sources in the Human, 2004. ● Chandler, Raymond. "The Simple Art of Murder", <i>Atlantic Monthly</i>, Dec. 1944, <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html> 28 ● Herbert, Rosemary. <i>The Oxford Companion to Crime and Mystery Writing</i>. Oxford University Press, 1999. ● Rzepka, Charles J., and Lee Horsley. <i>A Companion to Crime Fiction</i>. Wiley-Blackwell, 2010. ● Wilson, J. Edmund. "Who Cares Who Killed Roger Ackroyd?" <i>The New Yorker</i>, 20 June 1945. 	
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none"> ● Identify the concepts of Crime/Detective fiction ● Able to infer the writing strategies utilised to create and build suspense ● Analyse the construction of criminal identity in human nature ● Critique the stereotypes used in detective/crime fiction 	

Name of the Programme: Bachelor of Arts

Course Code: ENG-131

Title of the Course: Culture Study through Film: India

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none">● Students should have interest in cinema and have previous viewing experience● Ability to express themselves through writing in English						
Course Objectives:	<ul style="list-style-type: none">● To stimulate interest in Indian Cinema through landmark Indian films● To recognise the major thematic and stylistic devices of the films● To identify key terms and concepts in film studies● To encourage critical debate based on evidence in the film						
Content:	<table border="1"><tr><td>Unit 1: Background<ul style="list-style-type: none">● Introduction to Film Studies● Qualities of Film as an artistic medium● Approaches to film criticism● Basic Film Theory and Terminology</td><td>(15 hours)</td></tr><tr><td>Unit 2: History and Development of films in India<ul style="list-style-type: none">● Popular v/s Parallel films● Gender in films● 'Masala' / 'formula' films● Regional films</td><td>(15 hours)</td></tr><tr><td>Unit 3: Analysis of selected films (Any 8)<ul style="list-style-type: none">● <i>Monsoon Wedding</i>● <i>English Vinglish</i>● <i>Slumdog Millionaire</i>● <i>Pink</i>● <i>Sholay</i>● <i>Salaam Bombay</i>● <i>Amar, Akbar, Anthony</i>● <i>Fire / Water</i> by Deepa Mehta● <i>Bride and Prejudice</i>● <i>Lion</i>● <i>Traffic Signal</i>● <i>PK</i></td><td>(15 hours)</td></tr></table>	Unit 1: Background <ul style="list-style-type: none">● Introduction to Film Studies● Qualities of Film as an artistic medium● Approaches to film criticism● Basic Film Theory and Terminology	(15 hours)	Unit 2: History and Development of films in India <ul style="list-style-type: none">● Popular v/s Parallel films● Gender in films● 'Masala' / 'formula' films● Regional films	(15 hours)	Unit 3: Analysis of selected films (Any 8) <ul style="list-style-type: none">● <i>Monsoon Wedding</i>● <i>English Vinglish</i>● <i>Slumdog Millionaire</i>● <i>Pink</i>● <i>Sholay</i>● <i>Salaam Bombay</i>● <i>Amar, Akbar, Anthony</i>● <i>Fire / Water</i> by Deepa Mehta● <i>Bride and Prejudice</i>● <i>Lion</i>● <i>Traffic Signal</i>● <i>PK</i>	(15 hours)
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Pedagogy:	1) Inquiry-based approach 2) Collaborative approach						
References/Readings:	<ul style="list-style-type: none">● Dwyer, Rachel and Divia Patel. <i>Cinema India: The Visual Culture of Hindi Film</i>. Rutgers UP, 2002.● Gokulsing, Moti K. and Wimal Dissanayake, editors. <i>Routledge Handbook of Indian Cinemas</i>. Routledge, 2013.● Hogan, Patrick Colm. <i>Understanding Indian Movies: Culture, Cognition, and Cinematic Imagination</i>. U of Texas P, 2009.● Nelmes, Jill, editor. <i>Introduction to Film Studies</i>. 5thed. Routledge, 2017.● Pauwels, Heidi R.M. <i>Indian Literature and Popular Cinema: Recasting Classics</i>. Routledge, 2007.● Rajadhyaksha, Ashish. <i>Indian Cinema: A Very Short Introduction</i>. Oxford UP, 2016.● Redlich, Margaret, E. <i>Don't Call It Bollywood: An Introduction to the Hindi Film Universe</i>. Annorlunda Books Incorporated, 2016.● Saran, Renu. <i>History of Indian Cinema</i>. Diamond Pocket Books Pvt. Ltd, 2014.						

Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">• Appreciate film as a vehicle of culture• Interpret a world increasingly shaped by motion pictures• Critique the medium of film• Analyse the cinematic techniques and genres in Indian Cinema
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Name of the Programme: Bachelor of Arts- English
Course Code: ENG-132
Title of the Course: Advanced Writing Skills in English
Number of Credits: 03
Effective from AY: 2023-24

Pre-requisites for the Course:	An interest in improving the skills of writing in the English language		
Course Objectives:	<ul style="list-style-type: none"> To develop advanced skills of writing in English To enable students to internalise and apply the rules of English grammar. To gain proficiency in official/formal correspondence 		
Content:	Unit 1 – Grammar (to be tested as usage)	Subject-verb agreement	(15 hours)
	<ul style="list-style-type: none"> Conjugation of verbs Gender and number Tense Parts of speech Syntax Punctuation 		
	Unit 2 – Writing skills (Official Correspondence)		(15 hours)
	<ul style="list-style-type: none"> Students to be trained through exercises in Drafting applications CV writing Notices, Agenda, Minutes of Meetings. Formal letters 		
	Unit 3 – Writing Skills (Expansion of ideas and summarising)		(15 hours)
	Students to be given training in		
	<ul style="list-style-type: none"> Paragraph writing Précis writing 		
Pedagogy:	1) Collaborative approach 2) Integrative approach		
References/Readings:	<ul style="list-style-type: none"> Gupta, Nilanjana. <i>English For All</i> . Laxmi Publications, 2010. Jayakaran, I. <i>Everyone's Guide to Effective Writing</i>. 2M Publishing International, 2005. Koneru, Aruna. <i>English Language Skills</i>. McGraw Hill Education (India) Private Limited, 2011 Fourth Reprint 2018. Mohan, Krishna and Meera Banerji. <i>Developing Communication Skills</i>. Trinity P, 2017. Raina, Roshan Lal, Iftikhar Alam & Faizia Siddiqui. <i>Professional Communication</i>. Himalaya Publishing House, 2012. 		
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none"> Interact at a personal and professional level using English as the medium of communication Write short narratives and summaries with appropriate use of paragraphing and punctuation Use language effectively in interpersonal and official communication Identify and rectify errors in usage and syntax 		

Name of the Programme: Bachelor of Arts
Course Code: ENG-133
Title of the Course: Travel Narratives of India
Number of Credits: 03
Effective from AY: 2023-24

Pre-requisites for the Course:	An interest in travel and reflection, reading and exploring places	
Course Objectives:	<ul style="list-style-type: none"> • To introduce students to the genre of Travel Writing • To help students understand various perspectives on India like Gender, Food, Religion, and Ethnography in Travel Writing • To help students distinguish between travels of different individuals 	
Content:	<p>Unit 1 Travel and Food Samanth Subramanian – “On hunting the hilsa and mastering its bones” in <i>Following Fish: Travels Around the Indian Coast</i> Pankaj Mishra - <i>Butter Chicken in Ludhiana: Travels in Small Town India</i></p> <p>Unit 2 Travel and Women Nighat Gandhi - <i>Alternative Realities: Love in the Lives of Muslim Women</i>, Chapter “Love, War and Widow” Elisabeth Bumiller - <i>May You be the Mother of a Hundred Sons: A Journey among the Women of India</i></p> <p>Unit 3 Travel and the Sacred William Dalrymple – <i>Nine Lives</i> Chapter 1: “The Nun’s Tale” Srinath Perur - <i>If It’s Monday, It Must Be Madurai – A Conducted Tour of India</i> Chapter 1: “The Grace of God”</p>	<p>(15 hours)</p> <p>(15 hours)</p> <p>(15 hours)</p>
Pedagogy:	Collaborative and Integrative Approach	
References/Readings:	<ul style="list-style-type: none"> • Bassnett, Susan. “Travel Writing and Gender”, in <i>Cambridge Companion to Travel Writing</i>, edited by Peter Hulme and Tim Young, Cambridge UP, 2002 pp, 225-241. • Balton, Casey. “Narrating Self and Other: A Historical View”, in <i>Travel Writing: The Self and The Other</i>, Routledge, 2012, pp.1-29. • Caldeira, Nina, editor. <i>Goa through the Traveller’s Lens. Goa 1556, 2018.</i> • Khair, Tabish. “An Interview with William Dalrymple and Pankaj Mishra” in <i>Postcolonial Travel Writings: Critical Explorations</i>. Justin D. Edwards and Rune Graulund, editors. Palgrave Macmillan, 2011, pp. 173-184. • Mohanty, Sachidananda. “Introduction: Beyond the Imperial Eyes” in <i>Travel Writing and Empire</i> New Delhi: Katha, 2004, pp. ix –xx. 	
Course Outcomes:	<p>On completion of the course, the student will be able to do the following:</p> <ul style="list-style-type: none"> • Enumerate the various perspectives and genres of travel writing • Evaluate how travel writers, objectively observe the cultural aspects of a land that may be overlooked by locals • Appreciate how different travelers look at a place differently with different lenses • Recognise how factors like gender and culture influence travel writing 	

Name of the Programme: Bachelor of Arts

Course Code: ENG-134

Title of the Course: Culture Study through Film: America

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	Students should have: <ul style="list-style-type: none">● Basic knowledge of the language and culture of America● Students should have interest in Hollywood films with previous viewing experience● Ability to express themselves in writing						
Course Objectives:	<ul style="list-style-type: none">• To expose the learner to American Cinema vis-a-vis select landmark films• To acquaint the learner with the major thematic and stylistic devices of the films• To familiarise the learner with key terms and concepts in film studies• To analyse a range of significant films in relation to key issues in film studies• To encourage critical debate and form logical arguments based on evidence in the film						
Content:	<table border="0"><tr><td>Unit 1: Theory<ul style="list-style-type: none">• Introduction to Film Studies• Qualities of Film as an artistic medium• Approaches to Film Criticism• Basic Film Theory and Terminology</td><td style="text-align: right; vertical-align: top;">(15 hours)</td></tr><tr><td>Unit 2: Background<p>Major film genres: Musical, Western, Detective, Comic---Divergences in Approach.</p></td><td style="text-align: right; vertical-align: top;">(05 hours)</td></tr><tr><td>Unit 3: Films (Any 8 films)<ol style="list-style-type: none">i. <i>Butch Cassidy and the Sundance Kid</i>ii. <i>Westside Story</i> or another musicaliii. <i>Gone with the Wind</i> or <i>Cold Mountain</i>iv. <i>The Godfather</i> or <i>LA Confidential</i>v. <i>Moana</i> or <i>Pocahontas</i>vi. <i>Lincoln</i>vii. <i>Pulp fiction</i>viii. <i>American Honey</i>ix. <i>The Last of the Mohicans</i> or <i>Dances with Wolves</i>x. <i>Amistad</i>xi. <i>The Help</i>xii. <i>Crash</i></td><td style="text-align: right; vertical-align: top;">(25 hours)</td></tr></table>	Unit 1: Theory <ul style="list-style-type: none">• Introduction to Film Studies• Qualities of Film as an artistic medium• Approaches to Film Criticism• Basic Film Theory and Terminology	(15 hours)	Unit 2: Background <p>Major film genres: Musical, Western, Detective, Comic---Divergences in Approach.</p>	(05 hours)	Unit 3: Films (Any 8 films) <ol style="list-style-type: none">i. <i>Butch Cassidy and the Sundance Kid</i>ii. <i>Westside Story</i> or another musicaliii. <i>Gone with the Wind</i> or <i>Cold Mountain</i>iv. <i>The Godfather</i> or <i>LA Confidential</i>v. <i>Moana</i> or <i>Pocahontas</i>vi. <i>Lincoln</i>vii. <i>Pulp fiction</i>viii. <i>American Honey</i>ix. <i>The Last of the Mohicans</i> or <i>Dances with Wolves</i>x. <i>Amistad</i>xi. <i>The Help</i>xii. <i>Crash</i>	(25 hours)
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Pedagogy:	Collaborative and Integrative Approach						
References/Readings:	<ul style="list-style-type: none">● Bordwell, David, Kristin, Thompson and Jeff, Smith. <i>Film Art: An Introduction</i>. McGraw Hill Education, 1979.● Hayward, Susan. <i>Cinema Studies</i>. Routledge, 1996● Hill, John and Pamela, Gibson, C., editors. <i>The Oxford Guide to Film Studies</i>. Oxford UP, 1998.● Katz, Ephraim. <i>The Macmillan International Film Encyclopedia</i>. Harper Collins, 2001.● Monaco, James. <i>How to Read a Film: Movies, Media, Multimedia</i>. Fireside –Simon and Schuster Inc., 1977.						
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">• Appreciate films as vehicles of American culture• Explore a world increasingly shaped by motion pictures• Critique the medium of film• Analyse the cinematic techniques and genres in American Cinema						

Name of the Programme: Bachelor of Arts

Course Code: ENG-141

Title of the Course: Soft Skills

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none">● The aspiration for personality development● Basic inter-personal communication skills		
Course Objectives:	<ul style="list-style-type: none">● To develop effective communication skills● To formulate problem solving skills● To enhance the ability to work with others● To improve the quality of their body language● To make students more proficient in their future career		
Content:	<table border="1"><tr><td>Course Content: UNIT 1- Theory<ul style="list-style-type: none">● Interpersonal Skills – Communication: Speaking, Listening● Team spirit and ability to work as a team player● Emotional Intelligence● Adaptability - interpersonal sensitivity, cultural toleranceUNIT 2- Practical<ul style="list-style-type: none">● Leadership● Problem solving skills● Negotiation Skills● Business EtiquetteUNIT 3- Practical<ul style="list-style-type: none">● Social Graces● Behavioural traits● Personal Qualities and Work ethics● Cultural Awareness</td><td>(15hours) (30 hours) (30 hours)</td></tr></table>	Course Content: UNIT 1- Theory <ul style="list-style-type: none">● Interpersonal Skills – Communication: Speaking, Listening● Team spirit and ability to work as a team player● Emotional Intelligence● Adaptability - interpersonal sensitivity, cultural tolerance UNIT 2- Practical <ul style="list-style-type: none">● Leadership● Problem solving skills● Negotiation Skills● Business Etiquette UNIT 3- Practical <ul style="list-style-type: none">● Social Graces● Behavioural traits● Personal Qualities and Work ethics● Cultural Awareness	(15hours) (30 hours) (30 hours)
Course Content: UNIT 1- Theory <ul style="list-style-type: none">● Interpersonal Skills – Communication: Speaking, Listening● Team spirit and ability to work as a team player● Emotional Intelligence● Adaptability - interpersonal sensitivity, cultural tolerance UNIT 2- Practical <ul style="list-style-type: none">● Leadership● Problem solving skills● Negotiation Skills● Business Etiquette UNIT 3- Practical <ul style="list-style-type: none">● Social Graces● Behavioural traits● Personal Qualities and Work ethics● Cultural Awareness	(15hours) (30 hours) (30 hours)		
Pedagogy:	Collaborative and integrative approach		
References/Readings:	<ul style="list-style-type: none">● Dhanavel, S. P. <i>English and Soft Skills</i>. Orient Black Swan, 2013.● Kaushik, et al., editors. <i>English for Students of Commerce: Precis, Composition, Essays, Poems</i>.		
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">● Improve their overall communication and interpersonal skills● Develop self-confidence to function effectively in different circumstances● Put into practice emotional intelligence and problem-solving skills● Use appropriate body language in different social settings		

Name of the Programme: Bachelor of Arts

Course Code: ENG-143

Title of the Course: English for Competitive Exams

Number of Credits: 03

Effective from AY: 2023-24

Pre-requisites for the Course:	The learner should possess a mindset for the rigour in language used for competitive exams	
Course Objectives:	<ul style="list-style-type: none">● To give the learners authentic information about the content and criteria of competitive exams.● To help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities.● To develop competence and confidence in language skills.● To enhance writing skills.	
Content:	Unit I- Theory Practical English Grammar- Parts of Speech, Gender and Number, Collective noun, Tenses, Articles, Prepositions, Conjunctions, Degrees of Comparison, Subject and Predicate, Modals, Voice (Active and Passive), Reported speech (Direct and Indirect) Unit II- Practicals Vocabulary Building – Synonyms, Antonyms, Homonyms, Spellings, Idioms and Phrases, Prefixes, Suffixes, One-word Substitution, Word-Pair relationship, Root words, Abbreviations. (Practical exercises/Workshop method for practicals) Unit III- Practicals Comprehension Skills – Reading Comprehension, (Objective/Subjective) (Practical exercises/Workshop method for practicals)	(15 hours) (30 hours) (30 hours)
Pedagogy:	Collaborative and integrative approach	
References/Reading:	<ul style="list-style-type: none">● Agarwal, D. S., and Vikas Agarwal. <i>Objective General English</i>. S. Chand Ltd.● <i>A Manual for Competitive Examination: Goa Public Service Examinations and Allied Posts in Goa Administration</i>. Rajhauns Vitaran.● Bhatnagar, R. P., and Rahul Bhargava. <i>English for Competitive Exams</i>. Macmillan.● Dhillon, R. S. et al. <i>English Improvement Course</i>. Dhillon group of publications.● Gupta, S. C. <i>General English for all Competitive Exams</i>. Arihant.● Jaffe, E. D., and Stephen Hilbert. <i>How to Prepare for the Graduate Management Admission Test</i>. Barron's.● Prasad, H M., and Uma Rani Singh. <i>Objective English for Competitive Exams</i>. Tata McGraw Hill.	
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">● Develop proficiency in grammar● Acquire accuracy in different genres of writing● Gain expertise in formal correspondence● Be adept at summarising and expansion of ideas	

**Course
Outcomes:**

On completion of the course, the student will be able to do the following:

- Elicit and show respect for the views of others as well as be culturally sensitive.
- Display emotional stability and self-confidence.
- Apply critical thinking skills through decision-making and problem-solving.
- Demonstrate effective written communication for an intended purpose and audience that follows genre/disciplinary conventions that reflect creation, organization, precision, and revision.

Name of the Programme: Bachelor of Arts

Course Code: ENG-152

Title of the Course: Digital Content Creation in English

Number of Credits: 02

Effective from AY: 2023-24

Pre-requisites for the Course:	Knowledge of the digital medium coupled with an interest to create content for various online digital platforms	
Course Objectives:	<ul style="list-style-type: none">• To introduce students to the process, genres and types of writing for digital platforms• To enhance multimedia literacy skills among students• To build confidence and ability in using digital technology for communication	
Content:	Unit 1 –Digital Presentations <ul style="list-style-type: none">• Use of various software PowerPoint / Prezi (the Zooming Presentation Editor)/ Mind-Mapping Software• Learning the principles of slide designing - Slide: ology/Zen• Presentation skills (tone of voice, body language, eye-contact, etc.) Unit 2 – Content creation Creating a blog Digital Story Telling <ul style="list-style-type: none">• Elements of a story and preparation of a storyboard• Create/compose the digital story using appropriate software	(15 hours) (15 hours)
Pedagogy:	A combination of traditional writing skills and the use of technology to create, share and publish written content by introducing the students to a variety of digital tools, such as word processors, blogging platforms, and social media	
References/Readings:	<ul style="list-style-type: none">• Frazel, Midge. <i>Digital Storytelling: Guide for Educators</i>, International Society for Technology in Education, 2010.• Hindle, Tim. <i>Making Presentations</i>. Dorling Kindersley Publishers, 1999.• Raina, Roshan Lal et al. <i>Professional Communication</i>. Himalaya Publishing House, 2012/ later editions• Reynolds, Garr. <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i>. 2nd edition, Voices that Matter, 2011.• Zelazny, Gene. <i>Say it with Presentations</i>. Tata McGraw Hill Education, 2004.	
Course Outcomes:	On completion of the course, the student will be able to do the following: <ul style="list-style-type: none">• Create and deliver individual presentations using a variety of digital software• Compose and present a digital story• Identify and distinguish between different genres of writing• Write a book/ film review• Interpret graphic data to arrive at an informed conclusion	