# KL
(DEEMED TO BE UNIVERSITY)

# STUDENT
## handbook
# 2023-2024

# M.A DIGITAL HUMANITIES
# AND LANGUAGE STUDIES

*Department of English*

VISION
To be a globally renowned university.


MISSION
To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.
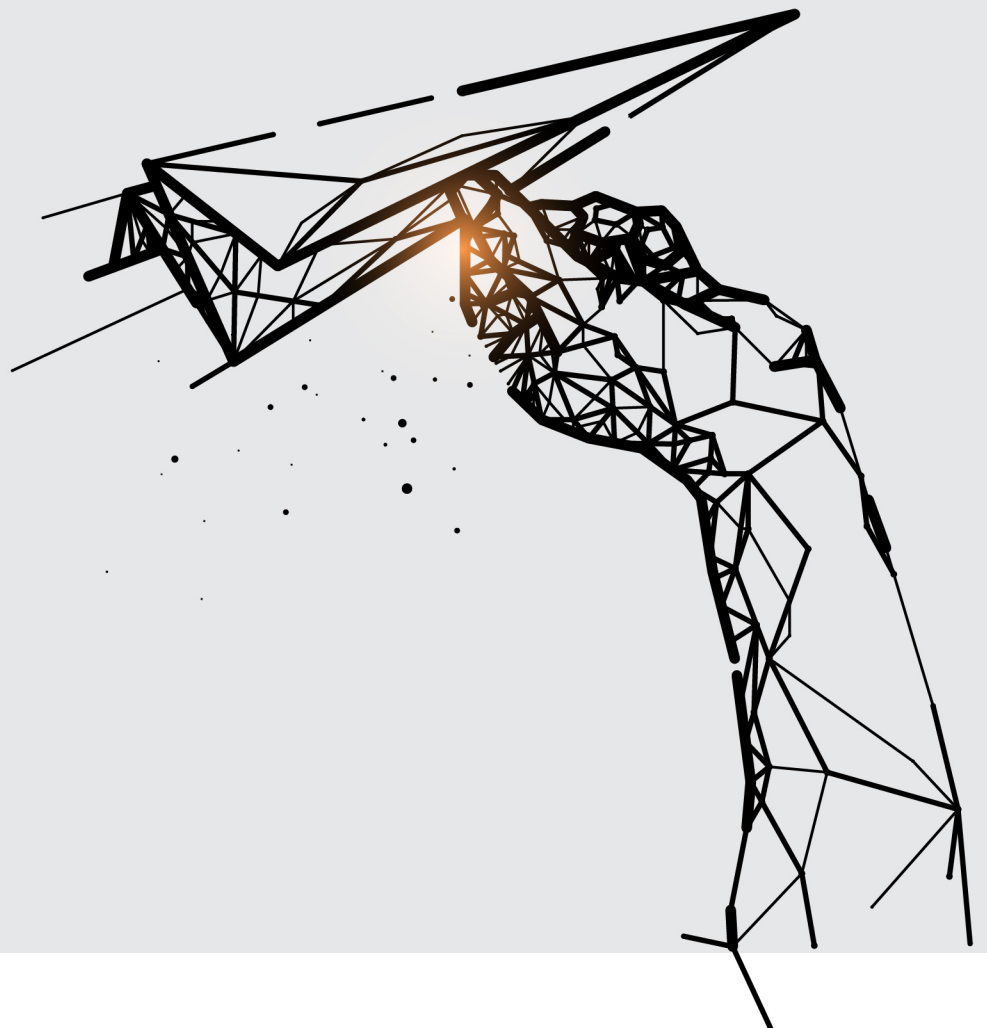
**CATEGORY 1
UNIVERSITY**
BY MHRD, Govt. of India

**KL** ACCREDITED BY
**NAAC** WITH **A++**
GRADE

**nirf
2023**
NATIONAL
INSTITUTIONAL
RANKING
FRAMEWORK

RANKED **28**
AMONG ALL
UNIVERSITIES

**43** YEARS OF
**EDUCATIONAL**
LEADERSHIP

## Koneru Satyanarayana,
*Chancellor*

Sri Koneru Satyanarayana, BE, FIE, FIETE, MIEEE graduated in Electronics and Communication Engineering in the year 1977. Along with Sri Koneru Lakshmaiah, he is the co-founder of the Institute which was established in the year 1980. He is an educationist of eminence and also an industrialist of great repute. He runs a number of industries in and around Vijayawada.

## Dr. K. S. Jagannatha Rao
*Pro-Chancellor*

Prof. K. S. Jagannatha Rao was one of the leading scientists in neuroscience research in globe. He was the Director on Institute for Scientific Research and Technological Advances (INDICASAT AIP), Republic Panama and contributed lot in building innovation in higher education and research in Panama since 2010. He played a key role in building PRISM (Panamanian Research Institutes of Science and Medicine) in Latin America. Dr. Rao has his research area on Brain Research and established Alzheimer's Centre and published 165 papers in leading Biochemistry and Neuroscience Journals, supervised 19 Ph.D students. He is also adjunct faculty of Biomedical Informatics of UTHS, Houston, and Advisory Board Member of UT- El Paso Minority Health NIH program, USA and Adjunct Faculty, Methodist Research Institute, Houston, USA. He was elected Member of Panamanian Association for the Advancement of Science (APANAC) - Considered as National Science Academy of Panama. He received his undergraduate and Ph.D degrees from Sri Venkateswara University, Tirupati. Later, joined in Central Food Technological Research Institute, Mysore. He received Sir C. V. Raman Award by Karnataka State Council of Science and Technology, 2003.

## Prof. G P S Varma
*Vice-Chancellor*

Prof. G P S Varma, Vice-Chancellor, KLEF, is one of the most widely experienced leaders in Indian higher education, known for his commitment to expanding student opportunity, catalyzing academic innovation, and encouraging university's civic engagement and service to society. He adorned the position of Chairman, ISTE (Indian Society for Technical Education)- AP State, TSEMCET Test Committee Member-2021 nominated By Telangana State Govt, APEAMCET Admission Committee Member in 2016 by Andhra Pradesh State Council of Higher Education, Govt. of Andhra Pradesh. He has been a very farsighted Peer Team Visit Member for National Assessment and Accreditation Council (NAAC), Expert Committee Member for University Grants Commission (UGC) Autonomous Visits. He has been an Advisory Council Member for (CEGR) Centre for Education Growth, and Research India International Centre, New Delhi, and Board Member for Big-Data Analytics Forum.

## Dr. A. V. S. Prasad
*Pro-Vice Chancellor*

Dr. A. V. S. Prasad, M.E and Ph.D from JNTU, Hyderabad is a professor in Civil Engineering. He has a rich experience of 33 years in academics which includes 26 years in administration at various cadres ranging from Head of Department, Dean, Principal, Director and Pro-Vice Chancellor. He has served as Director of Audisankara group of institutions and Narayana Group of Institutions for 18 years and was instrumental in getting these institutions accredited by NAAC, NBA, Autonomous and gained many laurels from the State Government, JNTU etc. He has served as Pro-Vice Chancellor of KL University for 3 years.

He has extensive knowledge of administrative system, maintaining statutory norms of bodies like AICTE, UGC etc and has a good understanding of NBA, NAAC procedures and norms. He served as Member, Chairman of Board of Studies at JNTU(A), KLCE(Autonomous) and KL University.

## Dr. Venkatram Nidumolu
*Pro-Vice Chancellor*

Dr. Venkatram Nidumolu, Pro-Vice Chancellor is High performing, strategic thinking professional with more than 15years of administration experience and 20 years of teaching experience in KLEFand 30 years overall experience in the higher education sector. He graduated in B.Tech (ECE) from Acharya Nagarjuna University, pursued M.S degree from BITS, PILANI in software Systems. He received Ph.D award from Acharya Nagarjuna University. He held the positions like HOD, Joint Register, Principal, and Dean-Academics before becoming Pro-Vice Chancellor. He was core member of all NBA, NAAC, & other accreditations since 2004 and he has good experience in handling of quality issues and assessment related practices.

# Acronyms

| Sl No | Acronyms | Full Form |
|-------|----------|-----------|
| 1 | KLEF | Koneru Lakshmaiah Education Foundation |
| 2 | CET | Common Entrance Test |
| 3 | KLEEE | KLEF Engineering Entrance Examination |
| 4 | JEE | Joint Entrance Examination |
| 5 | BT | Biotechnology |
| 6 | CE | Civil Engineering |
| 7 | CS | Computer Science &Engineering |
| 8 | EC | Electronics & Communication Engineering |
| 9 | EE | Electrical & Electronics Engineering |
| 10 | CM | Computer Engineering |
| 11 | ME | Mechanical Engineering |
| 12 | AD | Artificial Intelligence & Data Science |
| 13 | CI | Computer Science & Information Technology |
| 14 | CGPA | Cumulative Grade Point Average |
| 15 | SGPA | Semester Grade Point Average |
| 16 | LTPS | Lecture, Tutorial Practical, Skill |
| 17 | SEE | Semester-End Examinations |
| 18 | SIE | Semester-In Examinations |
| 19 | OJET | On-the-job Engineering Training |
| 20 | IRP | Industrial Relations and Placements |
| 21 | PS | Practice-School |
| 22 | OPAC | Online Public Access Catalog |
| 23 | QCM | Quality Circle Meeting |
| 24 | MOOC | Massive Open Online Course |
| 25 | MOU | Memorandum of Understanding |
| 26 | OD | On Duty |
| 27 | (A,B] | Between A and B excluding value A and including value B |
| 28 | COE | Controller of Examinations |
| 29 | VLSI | Very Large-Scale Integration |
| 30 | MTech | Master of Technology |
| 31 | COA | Council of Architecture |
| 32 | JEE | Joint Entrance Examination |
| 33 | NATA | National Aptitude in Architecture |

| 34 | PC | Professional Core |
|----|-----|-------------------|
| 35 | BSAE | Building Science and Applied Engineering |
| 36 | PE | Professional Elective |
| 37 | PAECC | Professional Ability Enhancement Compulsory Courses |
| 38 | SEC | Skill Enhancement Course |
| 39 | OE | Open Elective |
| 40 | CTIS | Cloud Technology and Information Security |
| 41 | DS | Data Science |
| 42 | IoT | Internet of Things |
| 43 | IPA | Intelligent Process Automation |
| 44 | PCI | Pharmacy Council of India |
| 45 | PY | Pharmacy |
| 46 | B. Com (H) | Bachelor of Commerce with Honors |
| 47 | ACCA | Association of Chartered Certified Accountants |
| 48 | HM | Hotel Management |
| 49 | BTK | Basic Training Kitchen |
| 50 | QTK | Quantitative Training Kitchen |
| 51 | ATK | Advanced Training Kitchen |
| 52 | MBA | Master of Business Administration |
| 53 | BBA | Bachelor of Business Administration |
| 54 | MSc (F&C) | Master of Science (Finance & Control) |
| 55 | BA | Bachelor of Arts |
| 56 | M.Sc. | Master of Science |

# CHAPTER 1

# INTRODUCTION

The President of Koneru Lakshmaiah Education foundation, Er. Koneru Satyanarayana, along with Late Sri. Koneru Lakshmaiah founded the K L College of Engineering in the Academic year 1980-81. With the mighty vision and restless efforts of Er. Koneru Satyanarayana K L College of Engineering carved a niche for itself through excellence in engineering education, discipline and record numbers of placements and was the leading college in the state of AP. K L College of Engineering achieved NBA Accreditation for all its B.Tech. Programs in 2004 and later re-accredited in 2007. K L College of Engineering was transformed into an autonomous engineering college in the year 2006. In 2008 this college received a record grade of 3.76 on a 4 points scale with "A" Grade from NAAC; and in February 2009, the college, and Accredited by National Assessment and Accreditation Council (NAAC) of UGC as 'A$^{++}$' with highest Grade of 3.57 CGPA on 4-point scale in 2018, through its founding society "Koneru Lakshmaiah Education Foundation" was recognized as Deemed to be University by the MHRD-Govt. of India, Under Section 3 of UGC Act 1956. This Deemed to be University is named as "KLEF".

## Location

KLEF is situated in a spacious 100-acre campus on the banks of Buckingham Canal of river Krishna, eight kilometers from Vijayawada city. Built within a rural setting of lush green fields, the institute is a virtual paradise of pristine nature and idyllic beauty. The campus has been aptly named "Green Fields" and the splendid avenue of trees and gardens bear testimony to the importance of ecology and environment. The campus ambience is most befitting for scholastic pursuits. The University is situated in a built-up area of around 15, 00,000 S.Ft.

## Facilities

Central Library: E-Resources

The Central Library is the largest and holds materials to serve the whole University community. It has materials relevant to the Engineering, Science & Humanities courses offered by the University.The library system contains more than one lakh and fifty thousand books and periodicals on all subjects related to the teaching and research interests of the University staff and students. The library has over 36,000 electronic journal titles, academic databases and 32.98 lakhs eBooks. Access is available on campus on student computers and remotely.

**The Data Centre**

A State-of-the-Art Data center with advanced servers provides a highly interactive learning environment with full-fledged hardware and software training facilities.

**Physical Education- Sports Facilities**

KLEF encourages students to explore their latent talents by providing good games and sports facilities. The institute is equipped with the following.

| Sport/Game | No. of Courts | Sport/Game | No.of Courts |
|---|---|---|---|
| Athletic track | 1 | Handball Court | 1 |
| Hockey Field | 1 | Netball Courts | 2 |
| Badminton Courts | 4 | Throw ball courts | 2 |
| Tennikoit Courts | 2 | Beach Volleyball Court | 1 |
| Cricket Field with Net practice | 3 | Football Field | 1 |
| Volleyball Courts | 2 | Basketball Courts | 2 |
| Tennis Courts | 2 | Kabaddi Courts | 2 |
| Kho Kho Court | 1 | Table Tennis | 6 |
| Soft Ball | 1 | Chess | 20 |
| Archery | 1 | Caroms | 12 |

The University had a State-of- the - Art Indoor stadium of 30000 sq.ft with:
- 4 wooden Shuttle Courts/ Basketball Court
- Yoga and Meditation Centre
- Dramatics
- 8 Table Tennis Tables
- Hobby Centre
- Gymnasium for Girls
- Gymnasium for Boys
- Multipurpose room with Chess, Caroms etc.
- Power lifting/Weightlifting


**Accommodation- Hostels**
- KLEF has separate hostels for boys and girls with well furnished rooms and modern amenities.
- The overall atmosphere is very conducive for the students to concentrate on their studies.
- A state- of – the- art kitchen and spacious dining area has been provided for both the hostels.
- Generators have been provided as power backup. Emphasis has been laid on hygiene and cleanliness for healthy living. A customized menu caters to the student needs, it keeps changing according to their tastes.
- Teaching staff will have to address the academic and personal problems of the students. Round-the-clock security, communication, dispensary facilities are also available.

**Facilities in the hostels**

- Protected drinking water
- State of the art kitchen, dining hall
- Newspapers, telephones, toilets and bathrooms are well maintained.
- Every student in the hostel is provided with a cot, study table, chair and a rack.
- Fan and light are also provided in each room.
- Gas & Steam based hygienic food preparation.
- Palatable regional, national and international cuisines

- Cleanliness and Safety STD/ISD Facilities
- Medical Kits and First Aid Boxes Soft drinks, snacks, Fruits etc.
- Laundry Stationary shop

**Hostel Rules and Regulations**

- Students are hereby informed that while staying in the hostel, it is essential to be responsible for maintaining dignity by upholding discipline.
- They must be obedient to the hostel warden/floor in –charges. Valuable items like jewelry etc. should not be kept with students while staying in the hostel.
- It is student's own responsibility to safeguard her/his Laptops, Money by locking suitcases and bags.
- If any loss is found, management will not take any responsibility. Students must intimate to the hostel authorities before giving police complaints against losses.
- Students are not allowed to indulge in smoking; consumption of Alcohol, Narcotic drugs etc., and defaulters will be strictly viewed upon.
- Students are directed that after locking their rooms they must hand over the keys to security and can collect them on returning to the hostel.
- Students must switch off Fans, Lights, Geysers, A/C's etc., before leaving their rooms.
- Visitors are not allowed inside the hostel at any time; however, they are allowed into the visitor's hall with the prior permission of the warden.
- Only family members listed by the parents are allowed to contact the student. Visiting hours are up to 7.30 pm only and after 7.30 pm visitors are required to leave the premises.
- Hostel students are not allowed to come into the hostel after 3.00 pm for morning shift students and 6.00pm for day shift students.
- Those students who are utilizing the computer lab, library etc., after the times specified must submit the permission slip to the security while entering the hostel.
- During public holiday outings, those who seek permission to leave the hostel will have to obtain written permission from the warden. Permission will be given only to those students who get permission from parents to leave the hostel during holidays/outings.
- Moving out of campus without permission is strictly prohibited. Strict study hours from 7.30 am to10.30 pm shall be maintained in the hostel.
- The hostellers must be in their allotted rooms during study hours. The general complaints of any kind should be noted in the complaint register, which is available at the hostel office.
- Registered complaints will only be entertained. Any health problem should be brought to the notice of Warden/Floor In – charge for necessary treatment.

**Transportation**

The institution runs 80 buses covering all the important points in Vijayawada City, Mangalagiri, Guntur & Tenali towns with a total seating capacity of 4000 students in two shifts. Transport is available 24 hrs, In case of any emergency in the institute /hostels. Transportation is available for conducting industrial tours and visits etc. Regular transport facility available up to 10PM.

**Healthcare**

A full-fledged health center with all the facilities is established to cater the needs of the students, staff, Faculty and the public in the adopted villages. It consists of three doctors (Homoeopathy, Ayurvedic &Allopathy).

**Cafeteria**

KLEF has a spacious canteen with the latest equipment and hygienic environment which provides quality food and prompts service and caters to the needs of all the students and staff. A central cafeteria of 1500 Sq.m. is available on the campus. Mini cafes and fast-food centers are available in various blocks. The canteen is open from 6:30 a.m. to 8:30 p.m. There is a wide variety of North- Indian and South-Indian cuisine and the students enjoy the pleasure of eating during the breaks. Cool aqua water for drinking is available.

**Placements**

KLEF has meticulously planned to make all its outgoing students employed. The University had installed the infrastructure, employed well experienced faculty, designed and delivered programs that help to enhance the communication and soft skills which are required for making the students employable. An excellent system is in place that considers all the issues that make a student employable. The University has been successful for the last 7 years in employing all the students who have registered and eligible for placement through its offices located across the country. About 50 trained personnel work extensively to make the students ready for recruitment by the industry.

**Counselling & Career Guidance**

A special Counseling Cell consisting of professional student counselors, psychologists, and Professors counsels/helps the students in preparing themselves to cope with studies, perform well in the tests & various competitions. This Cell provides its services to the students in getting the solutions for their personal problems and provides career guidance with the help of the Industrial Relations and Placements (IRP) department. A group of 20 students are allotted to each faculty member who counsels them regularly and acts as their mentor.

**Social Service Wing**

KLEF has a social service wing which is used to channelize the social service activities of the faculty, staff and students. It has adopted 5 nearby villages and conducts activities like medical camps, literacy camps and educates the villagers regarding hygiene and health care on a regular basis.

**NSS/NCC wings**

NCC/NSS is a credit course designed with an intent to transform NCC/NSS activities into curricular activities from an extracurricular thereby providing credits to students involved in NCC/NSS along with other attended advantages to the students in the university.

**Hobby Clubs**

Wholly and solely managed by the students, contributed much to the cultural life of the campus and to the cultural evolution of the students. Few student bodies and clubs operate in the campus like music society, dance club, drama society, literary and debating club, English press club, drawing club, painting club, mime club, computer club etc. Students manage entire activities and budget of the organization for the entire semester in advance. Around 4000 students are active members of the Hobby Clubs.

**Life Skills and Inner Engineering**

KLEF feels that it is its responsibility to mold the students as good human beings, contributing to the country and to society by producing responsible citizens. Along with the regular programs every student admitted into KLEF undergoes a one-week special life skills /orientation program. Through this program, KLEF is producing the students with clarity of thoughts and charity at heart. Strict regularity, implicit obedience, courtesy in speech and conduct, cleanliness in dress. Life skills and inner engineering teach a

student his/her obligation towards GOD, himself /herself his/her country and fellow human beings. Every student is encouraged to practice his/her own religious faith and be tolerant and respectful towards other religions.

**Technical Festival**

KLEF organizes various programs for the all-round development of the students. The technical festival and project exhibition is organized in the odd semester (October) every year to elicit the innovative ideas and technical skills of the students.

**Cultural Festival**

The cultural festival in the even semester (February) of every year is the best platform for the students to exhibit their talents and creativity. Through these festivals KLEF is imparting organizational skills, leadership skills, competitive spirit, and team behavior skills to our students. Along with the knowledge, KLEF festivals provide recreation to the student community.

**Center for Innovation, Incubation and Entrepreneurship (CIIE)**

KLEF being a pioneering institute supporting Academics and Research in Engineering, Science and Technology is endowed with the entire infrastructure and highly experienced faculty, has a Centre for Innovation, Incubation and Entrepreneurship (CIIE) that comprises of: Innovation Centre which aims to inculcate a spirit of innovation. Incubation Centre which aims to incubate innovations through prototype product development. Entrepreneurship Development Centre (EDC) which aims at fostering entrepreneurial skills among the students.

## Department of English

The Department of English started its journey in 2015. The department offers P.G (M.A Digital Humanities and Language Studies) and Ph.D programs. Since its inception, the department has been focusing on English Language & Literature, providing students with the chance to understand and value both the science of language and the literary works of English. It also caters the courses to U. G B.Tech, and to the programs of Management, Humanities and Sciences to improve professional communication skills and personality development. The digital Language Laboratory caters to the varied needs of the students in developing communication and linguistic skills. The department's forte lies in its faculty, all of whom hold doctoral degrees and come from various regions across the country. Striving for excellence**,** the Department offers a global certificate course in collaboration with Cambridge university.

## Vision

The department of English aims to promote academic excellence by empowering the students with contemporary digital lens in the new era of possibilities and digital knowledge production involved in digital humanities work.

## Mission

The department of English potentially embarks on professionals including arts and the cultural sectors, digital media companies, publishing, government and in media and communications and to foster

multidisciplinary research and pursuits that employ computational methods in the study of literature, history, and culture.



## Facilities

### Language Laboratories

The department has 2 well equipped and sophisticated language laboratories. These labs help students in learning the English language in an effective way. It provides technical tools for the students to learn the pronunciation of language in an easy way. It helps in learning the basic skills of the English language. Students learn in an easy way through interactive videos as based on LSRW Skills students in easy and fast learning. It helps them in understanding basic English language skills as components are designed according to Lingua skills.

### Classrooms

Comfortable classrooms with adequate seating capacity are available. The classrooms are well equipped for digital method of teaching. Projectors, speakers are pre-installed to give best mode of teaching.

### Reflection/English speaking Club

Embarking on a journey to learn English is a rewarding endeavour, but the path to proficiency can be paved with challenges. Traditional classroom settings often leave learners wanting more when it comes to real-world communication experiences. This is where English-Speaking club step in, offering a dynamic and practical approach to language learning.

# CHAPTER 2

## PROGRAM EDUCATIONAL OBJECTIVES (PEOs) AND PROGRAM OUTCOMES (POs)

### Program Educational Objectives (PEOs)

| PEO | DESCRIPTION |
|---|---|
| 1 | Exploring contested definitions of the digital humanities and language - Studies such that it will enable student to dive into the practical essence of the program. |
| 2 | Demonstrate hands-on experience using digital humanities methods. Students must have knowledge of a range of digital humanities methods, enough to know what method(s) to apply and they are also made familiarize with language that will enable them to demonstrate all the digital tools. |
| 3 | Demonstrate a capacity for adapting to technological change and media trends through digital Humanities and language and to use it for society and culture |
| 4 | Awareness of the methods, questions, and issues in research areas beyond their own. Due to the interdisciplinary nature, it is critical that students understand how digital humanities and language interacts with many fields of study to collaborate with Digital Humanists outside of their discipline. |

### Program Outcomes (POs)

| PO | DESCRIPTION |
|---|---|
| 1 | To demonstrate proficiency in using digital tools for linguistic, language and humanities research. |
| 2 | To develop critical thinking skills which allow students to evaluate and interpret language, Literature, computational Linguistics, and cultural phenomena. |
| 3 | To advance knowledge in digital humanities, language studies, media, and journalism, while building skills in digital tools like textual analysis, E-content management systems, and multimedia editing. |
| 4 | To Initiate rich multimedia digital portfolios that showcase their acquired skills and accomplishments in society, culture, and media. |
| 5 | To keep students updated on evolving media trends and prepare them for careers in journalism, media production, academia, cultural organizations, and research institutions. |
| 6 | To inculcate abilities to be able to act as a leader as well as team player effectively in multi-disciplinary settings. |
| 7 | An ability to apply ethical principles and commit to professional ethics and responsibilities |
| 8 | To inculcate the habit of constant knowledge upgrading habit to meet the ever-changing technology and industry need. |

| MATRIX | | Program Outcomes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PEO | PEO – Description | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Exploring contested definitions of the digital humanities and language - Studies such that it will enable student to dive into the practical essence of the program. | | | √ | | √ | | | √ | √ | √ |
| 2 | Demonstrate hands-on experience using digital humanities methods.  Students must have knowledge of a range of digital humanities methods, enough to know what method(s) to apply and they are also made familiarize with language that will enable them to demonstrate all the digital tools. | | √ | | √ | | √ | | | | |
| 3 | Demonstrate a capacity for adapting to technological change and media trends through digital Humanities and language and to use it for society and culture | √ | | √ | | √ | | √ | | √ | |
| 4 | Awareness of the methods, questions, and issues in research areas beyond their own. Due to the interdisciplinary nature, it is critical that students understand how digital humanities and language interacts with many fields of study to collaborate with Digital Humanists outside of their discipline. | √ | √ | | √ | | √ | | √ | | √ |

# CHAPTER 3

## PROGRAMS LIST AND ELIGIBILITY CRITERIA

The disciplines in which the courses of study are offered from the department are as follows:

| Program | Duration | Eligibility | Percentage of Marks in the Qualifying Exam |
|---|---|---|---|
| M.A Digital Humanities and Language Studies | 2 years | Any bachelor degree | 55% |
| Ph.D. | Minimum 3 years in case of Full Time and 4 years in case of Part Time | Post Graduation in Master of English | 55% |

# CHAPTER 4

## ACADEMIC REGULATIONS

**M.A Digital Humanities & Language Studies**
(*With effect from the academic year 2023*)

This document supplements the University 's rules and regulations to aid all M.A Digital Humanities & Language Studies students. It is mandatory that every student shall abide by these academic regulations. The regulations stated in this document are subject to change or can be relaxed / modified without prior notice at the discretion of the Hon'ble Vice Chancellor.

1. **Terminology**
- **Academic Council:** The Academic Council is the highest academic body of the University and is responsible for the maintenance of standards of instruction, education, and examination within the University. The Academic Council is an authority as per UGC regulations and it has the right to take decisions on all academic matters including academic research.
- **Academic Year:** It is the period necessary to complete an actual course of study within a year. It comprises of two consecutive semesters i.e., Even and Odd semester.
- **Academic Pathways:** Students of all programs of study are given the opportunity to choose their career pathways viz. Employability, Innovation and Research. Each of these pathways prepares the students in a unique way, enabling them to achieve the heights of their career.
- **Academic Bank of Credits (ABC):** It helps the students to digitally store their academic credits from any higher education institute registered under ABC in order to award Certificate / Diploma / Degree / Honors based on the credits earned by the student. All the credits acquired by the students are stored digitally by registering into Academic Bank of Credits (ABC) portal. It also supports retaining the
- credits for a shelf period and continue their program study with multiple breakovers.
- **Audited Course:** It is a course of study which has zero credits and has a "Satisfactory" or an "Unsatisfactory" grade.
- **Backlog Course:** A course is considered to be a backlog if the student has obtained a failure grade (F).
- **Board of Studies:** Board of Studies (BOS) is an authority as defined in UGC regulations, constituted by Vice Chancellor for each of the department separately. They are responsible for curriculum design and update in respect of all the programs offered by a department.
- **Branch of Study:** It is a branch of knowledge, an area of study or a specific program (like Analytical Chemistry, Organic Chemistry etc.,)
- **Compulsory course:** Course required to be undertaken for the award of the degree as per the program.
- **Course:** A course is a subject offered by the University for learning in a particular semester.
- **Course Handout:** Course Handout is a document which gives a complete plan of the course. It contains the details of the course viz. Course title, Course code, Pre-requisite, Credit structure, team of instructors, Course objectives, Course rationale, Course Outcomes and the relevant syllabus, textbook(s) and reference books, Course delivery plan and session plan, evaluation

method, chamber consultation hour, course notices and other course related aspects. In essence, course handout is an agreement between students (learners) and the instructor.

- **Course Outcomes:** The essential skills that need to be acquired by every student through a course.
- **Credit:** A credit is a unit that gives weight to the value, level or time requirements of an academic course. The number of 'Contact Hours' in a week of a particular course determines its credit value. One credit is equivalent to one lecture hour per week or two hours per week of tutorials/ self-learning/ practical/ field work during a semester.
- **Credit Point:** It is the product of grade point and number of credits for a course.
- **Choice Based Credit System:** The institute adopts Choice Based Credit System (CBCS) on all the programs offered by it which enables the students to choose their courses, teachers and timings during their registration. This enables the students to decide on the courses to be done by them in a specific semester according to their interests in other activities.
- **Cumulative Grade Point Average (CGPA):** It is a measure of cumulative performance of a student over all the completed semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed upto two decimal places.
- **Curriculum:** Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.
- **Degree:** A student who fulfils all the Program requirements is eligible to receive a degree.
- **Degree with Specialization:** A student who fulfills all the Program requirements of her/his discipline and successfully completes a specified set of Professional elective courses in a specialized area is eligible to receive a degree with specialization.
- **Department:** An academic entity that conducts relevant curricular and co-curricular activities, involving both teaching and non-teaching staff and other resources.
- **Detention in a course:** Student who does not obtain minimum prescribed attendance in a course shall be detained in that course. Refer to Attendance & Detention Polo Policy
- **Dropping from the Semester:** A student who doesn't want to register for the semester should do so in writing in a prescribed format before commencement of the semester.
- **Elective Course:** A course that can be chosen from a set of courses. An elective can be Professional Elective, Open Elective, Management Elective and Humanities Elective.
- **Evaluation:** Evaluation is the process of judging the academic work done by the student in her/his courses. It is done through a combination of continuous in-semester assessment and semester end examinations.
- **ERP:** ERP (Enterprise Resource Planning) system is a comprehensive software solution designed to streamline and automate various administrative, academic, and financial processes within the University. It manages student information, including admissions, registration, enrollment, attendance, grades, and academic records.
- **Grade:** It is an index of the performance of the students in a said course. Grades are denoted by alphabets.
- **Grade Point:** It is a numerical weight allotted to each letter grade on a 10 - point scale.
- **Industrial Training:** Training program undergone by the student as per the academic requirement in any company/firm. It is a credited course.
- **Industrial Visit:** Visit to a company/firm as per the academic requirement.

- **In-Semester Evaluation**: Summative assessments used to evaluate student learning, acquired skills, and academic attainment during a course.
- **LMS:** LMS stands for Learning Management System. It is a platform used in the institution to manage and deliver courses. Students can access learning resources, participate in online discussions, submit assignments, take assessments, and communicate with their instructors and peers.
- **Make-up Test:** An additional test scheduled on a date other than the originally scheduled date.
- **Minor Degree:** A student who fulfills all the Program requirements of her/his discipline and successfully completes a specified set of courses from another discipline is eligible to receive a minor degree in that discipline.
- **Open Elective:** This is a course of interdisciplinary nature. It is offered across the University for All Programs.
- **Pre-requisite:** A course, the knowledge of which is required for registration into higher level course.
- **Professional Core:** The courses that are essential constituents of each engineering discipline are categorized as Professional Core courses for that discipline.
- **Professional Elective**: A course that is discipline centric. An appropriate choice of minimum number of such electives as specified in the program will lead to a degree with specialization.
- **Program:** A set of courses offered by the Department. A student can opt and complete the stipulated minimum credits to qualify for the award of a degree in that Program.
- **Program Outcomes:** Program outcomes are statements that describe what students are expected to know or be able to do at the end of a program of study. They are often seen as the knowledge and skills students will have obtained by the time, they have received their intended degree.
- **Program Educational Objectives:** The broad career, professional, personal goals that every student will achieve through a strategic and sequential action plan.
- **Project:** Course that a student has to undergo during his/her final year which involves the student undertaking a research or design, which is carefully planned to achieve a particular aim. It is a credit-based course.
- **Supplementary**: A student can reappear only in the semester end examination for the Theory component of a course, subject to the regulations contained herein.
- **Registration**: Process of enrolling into a set of courses in a semester/ term of the Program.
- **Re-Registration:** Student who are detained in courses due to attendance or marks criteria as per their regulation are given a chance to re-register for the same and complete it during the summer term.
- **Semester:** It is a period of study consisting of $16\pm1$ weeks of academic work equivalent to normally 90 working days including examination and preparation holidays. The odd Semester starts normally in July and even semester in December.
- **Semester End Examinations:** It is an examination conducted at the end of a course of study.
- **Social Service:** An activity designed to promote social awareness and generate well-being; to improve the life and living conditions of the society.
- **Student Outcomes:** The essential skill sets that need to be acquired by every student during her/his program of study. These skill sets are in the areas of employability, entrepreneurial, social and behavioral.
- **Summer term:** The term during which courses are offered from May to July. Summer term is not a student's right and will be offered at the discretion of the University.

# CHAPTER 5

## PROGRAM CURRICULUM

For an academic program the curriculum is the basic framework that will stipulate the credits, category, course code, course title, course delivery (Lectures / Tutorials / Practice / Skill / Project/ Self Study / Capstone Design etc.), in the Choice Based Credit System. However, all such are essentially designed, implemented, and assessed in Outcome Based Education Framework.

**Program Structure**

a) Each Academic Year is divided into two semesters, each of, approximately, 18 weeks duration:
- Odd Semester (July – December).
- Even Semester (January – May)

b) All courses are categorized into three streams even, odd and dual semester courses.

c) Even semester courses are offered only during even semester i.e., January-May, Odd semester courses are offered only during odd semester i.e., July-December and dual semester courses are offered during both even & odd semesters.

d) A Program is a set of courses offered by the University that a student can opt and complete certain stipulated credits to qualify for the award of a degree.

e) A student can opt for dissertation either by means of research at the University (or) through Internship at an Industry; this is however allowed during 3$^{rd}$ (or) 4$^{th}$ semesters only.

**Course work**

a. Every course has a Lecture-Tutorial-Practice-Skill (L-T-P-S) component attached to it.

b. Based upon the L-T-P-S structure the credits are allotted to a course using the following criteria.
- Every Lecture / Tutorial hour is equivalent to one credit.
- Every Practical hour is equivalent to half credit.
- Every skill-based practice hour is equivalent to quarter credit.
- If the calculated value of credit is a fraction, it is rounded to the next integer.

**Course Classification:**

Any course offered under M.A Digital Humanities & Language Studies program is classified as:

- **Induction Courses:** Student who gets admitted into M.A Digital Humanities & Language Studies program must complete a set of Induction courses for a minimum period of 3 weeks and obtain a "Satisfactory" result prior to registering into 1$^{st}$ Semester of the Program.
- **Bridge Courses:** Courses which are required to bridge the continuity among the Basic Sciences Courses / Engineering Sciences Courses / Professional Core Courses and are identified through gap analysis carried out using feedback obtained from various academic stakeholders are termed as Bridge Courses. These courses also do not yield any credits but require a "Satisfactory" result to register into the attached professional courses.
- **Humanities Arts & Social Science Courses (HAS):** Humanities, arts, and social sciences (HAS) courses are a broad field of study that encompasses the study of human culture and society. These courses

focus on developing students' critical thinking, problem-solving, and communication skills. These skills are valuable in a variety of careers, and they can also help students become more engaged citizens.

- **Professional Core Courses (PCC):** Professional core courses are a set of courses that are essential for all engineering students. These courses provide students with the knowledge and skills they need to be successful in their chosen engineering discipline.
- **Professional Elective Courses (PEC):** Professional electives are a set of courses that are chosen by students to supplement their engineering education. Professional electives are a great way for students to customize their engineering education and prepare for their future careers. By choosing electives that are relevant to their interests and goals, students can gain the knowledge and skills they need to be successful in their chosen field.
- **Open Elective Courses (OEC):** Open electives are a set of courses that are not specifically related to engineering, but that can provide students with knowledge and skills that are valuable in a variety of fields. Open electives are a great way for students to broaden their horizons and explore their interests outside of engineering. By choosing electives that are relevant to their interests and goals, students can gain the knowledge and skills they need to be successful in a variety of fields.
- **Skill Development Courses (SDC):** Skill development courses can provide students with the knowledge and skills they need to use specific software or hardware. This can be especially important for students who are interested in pursuing a career in a particular field.
- **Project Research & Internships (PRI):** Project, Research and Internships can help students gain a better understanding of their chosen field by giving them the opportunity to apply their knowledge and skills to real-world problems. These can help students explore their interests by giving them the opportunity to work on projects that they are passionate about.
- **Audit Courses (AUC):** Any course offered in the University that has no assessment of student performance and no grading. Though "Satisfactory" completion of audit courses doesn't acquire any credit but they are part of the graduation requirements.
  **Value-Added Courses (VAC):** Courses leading to certification and those which are conducted exclusively for employability are referred to as value added courses. Though "Satisfactory" completion of value-added courses doesn't acquire any credit, but they are part of the graduation requirements.

**Course Precedence:**

The following are the guidelines for registering into courses with pre-requisites.

- Every course may have one or more of its preceding course (s) as pre- requisite(s).
- To register for a course, the student must successfully be promoted in these course(s) earmarked as pre-requisite(s) for that course.

**Summer Term Courses:**

KLEF offers summer term courses during May and June. The following are the guidelines to register into courses offered in Summer Semester.

- A student may register for course/s in each summer term by paying the stipulated fee.
- Students registering for more than one (1) summer course must ensure that there is no clash in the timetable.

- A student can register into a detained course or a not-registered course (course offered in regular semester, but student failed to register due to the non- compliance of pre-requisite condition but has paid the fee.) A student can also register for other than the above two mentioned categories of courses only if they are permitted for acceleration.
- In any case, a student can register only for a maximum of 12 credits during summer term.
- Attendance & Promotion policy for summer term is same as compared to the regular semester except for condonation policy. Condonation is not applicable for summer term courses.

# CHAPTER 6

## REQUIREMENTS FOR THE AWARD OF DEGREE

**Requirements for the Award of Degree**

The student is awarded a M.A Digital Humanities & Language Studies degree provided she/he

- Must successfully earn 80 credits, as stipulated in the program structure.
- Must have successfully obtained a minimum CGPA of 5.5 at the end of the program.
- Must have finished all the above-mentioned requirements in less than twice the period mentioned in the Academic structure for each program, which includes deceleration period chosen by the student, deceleration imposed by KLEF or debarred from the KLEF.

| Name of the Program | | | M.A Digital Humanities & Language Studies | |
|---|---|---|---|---|
| Course Category | No. of courses | No. of credits | Total credits | Minimum CGPA required |
| AUC | 1 | 0 | 80 | 5.5 |
| HAS | 3 | 0 | | |
| PCC | 11 | 41 | | |
| FCC | 1 | 3 | | |
| PEC | 3 | 10 | | |
| OEC | 2 | 4 | | |
| PRI | 3 | 22 | | |
| VAC | 1 | 0 | | |

A student having cleared all the courses and met all the requirements for the award of degree with

a. 5.5≤ CGPA < 5.75 will be awarded Pass class.

b. 5.75 ≤ CGPA < 6.75 will be awarded Second class.

c. 6.75 ≤ CGPA < 7.75 will be awarded First class.

d. CGPA ≥7.75 will be awarded First class with Distinction provided the student has cleared all the courses in first attempt and must have fulfilled all the program requirements in two years duration.

# CHAPTER 7

## ATTENDANCE RULES AND DETENTION POLICY

**Attendance policy for promotion in a course:**
The student must maintain minimum 85% of attendance to be promoted in a course and to appear for Sem End Examination. In case of medical exigencies, the student/parent should inform the principal within a week by submitting necessary proofs and in such cases the attendance can be condoned up to an extent of 10% by Principal on the recommendation of the committee established for condonation.

- Attendance in a course shall be counted from the date of commencement of the classwork only and not from the date of his/her registration.
- Attendance for the students who are transferred from other institutes and for new admissions, attendance must be considered from the date of his/her admission.
- In case of attendance falling marginally below 75% due to severe medical reasons or any other valid reasons, the Principal / Program chair may bring such cases, along with valid and adequate evidence to the notice of the Dean Academics. The condonation board formed by Vice-Chancellor under the chairman ship of Dean-Academics will consider any further relaxation in attendance from the minimum attendance percentage requirement condition after going through case by case.

**Attendance based Marks:** There are no specific marks attached to attendance as such, however, if the Course Coordinator of a course desires to award certain marks, for attendance in a course, She/he can do so based on following guidelines, which thereby must be clearly reflected in the respective course handouts which should duly be approved by the Dean Academics. For any course, not more than 5% marks can be allotted for attendance.

The distribution of marks for attendance is [85,88] =1 mark, [89,91]=2marks, [92,94]=3marks,[95,97]=4marks and [98,100]=5marks, below 85%, even in case of condonation,"0" marks. The marks, if allotted for attendance will have to be considered for all L-T-P-S components of a course cumulatively but not specifically for theory component for any course.

**Attendance Waiver:** Students maintaining a CGPA ≥ 9.00 and SGPA ≥ 9.00 in the latest completed emester get a waiver for attendance in the following semester. Students who thus utilize an attendance waiver will be awarded the marks allocated for attendance (if any) based on their performance in an advanced assignment specified by the course coordinator (emerging topics related to the course). S/he can appear in all assessments and evaluation components without being marked ineligible due to attendance-based regulations.

**Attendance Condonation for Participation in KLEF / National / International Events:** Only those students nominated / sponsored by the KLEF to represent in various forums like seminars / conferences / workshops / competitions or taking part in co- curricular / extra- curricular events will be given compensatory attendance provided the student applies in writing for such a leave in advance and obtain sanction from the Principal basing on the recommendations of the Head of the Department (HoD) for academic related requests; or from the Dean Student Affairs for extracurricular related requests. For participation in the KLEF's placement process the names of students will be forwarded by the placement cell in-charge to the respective Heads of the Departments. Students participating in KLEF/National/International events like technical fests, workshops, conferences etc., will be condoned for

10% of total classes conducted for each course in the semester. This condonation is not applicable for summer term.

**Course Based Detention Policy:**
In any course, a student must maintain a minimum attendance as per the **attendance policy for promotion in a course**, to be eligible for appearing in the Sem-End examination. Failing to fulfill this condition, will deem such student to be detained in that course and become ineligible to take semester end exam.

**Eligibility for appearing Sem – End Examination:**

A Student registered for a course and maintained minimum attendance of 85% is eligible to write the Semester-End Examination for that course unless found ineligible due to one or more of the following reasons:

- Shortfall of attendance
- Detained
- Acts of indiscipline
- Withdrawal from a course

# CHAPTER 8

## ASSESSMENT AND EVALUATION PROCESS

The assessment is conducted in formative and summative modes with a weightage of 60% for Semester-In evaluation and 40% for Semester-End Evaluation.
The distribution of weightage for various components of formative and summative modes are decided and notified by the course coordinator through the course handout after approval by the Dean Academics, prior to the beginning of the semester. Students are advised to refer to the course handout to get more detailed information on assessment.

- Sem-In tests and the Semester-End Examinations will be conducted as per the Academic Calendar.
- Students may have to take more than one examination in a day during Sem-In exams, Semester-End Examinations /Supplementary examinations.
- Examinations may be conducted on consecutive days, beyond working hours and during holidays.

**Semester-In Evaluation**

The following are the guidelines for the Semester-In evaluation.
- The process of evaluation is continuous throughout the semester.
- The distribution of marks for Semester-In evaluation is 60% of aggregate marks of the courses.
- To maintain transparency in evaluation, answer scripts are shown to the students for verification, within one week of conduct of exam. If there is any discrepancy in evaluation, the student can request the course-coordinator to re-evaluate.
- The solution key and scheme of evaluation for all examinations are displayed by the Course-Coordinator in the appropriate web portal of the course, on the day of the conduct of examination.
- In case the student is unable to appear for any evaluation component owing to hospitalization, participation in extra/ co-curricular activities representing KLEF/ state/ country; the Dean Academics can permit to conduct of re- examination for such students.
- In case a student has missed any of the two in-semester evaluations, S/he is eligible for and will be provided with an opportunity of appearing for re- examination.

**Semester End Examination**
- The distribution of marks for Semester-End evaluation is 40% of aggregate marks of the course
- The pattern and duration of Sem End examination are decided and notified by the Course Coordinator through the Course handout, after approval from the Dean Academics.
- To maintain transparency in evaluation, answer scripts are shown to the students for verification. If there is any discrepancy in evaluation, the student can request the Controller of Examinations to re-evaluate.
- If a student earns 'F' grade in any of the courses of a semester, an instant supplementary exam (for only Semester End Exam component) will be provided within a fortnight of the declaration of the results.

**Assessment of Project/Research-Based Subjects**

All project or research-based subjects must have a defined time limit for completion. The specific time limits and schedule for monitoring and evaluating student performance will be announced each term. The final project report, after obtaining a plagiarism certificate, will be considered, and evaluated by the panel of examiners. Student project reports must follow the guidelines prescribed by the Dean of Academics.

**Absence in Assessment & Examination**

If a student fails to take any formative assessment component (due to ill-health or any valid reason), no second chance will be given, and zero marks will be awarded for the same. In cases of excused absence, the instructor may provide an opportunity to the student to reappear in quizzes or assignments or any other internal assessment criteria based on the approval from the principal & the concerned Head of the Department in written. If a student fails to write Sem-In Exam-I or obtained less than 50% marks in Sem-In Exam-I, he must attend remedial classes and maintain a minimum 85% of attendance in remedial classes to be eligible for Make-up test for Sem-In exam-I. Further, the number of remedial classes to be conducted shall be 50% of regular classes held till the Sem-In exam-I. However, there is no make-up test for Sem-In Exam-II or for the Laboratory exams.

A student's absence for Sem-In exams under the following circumstances are only considered for makeup test.

- Pre-approved participation in University/State/National/International co- curricular and extra-curricular activities
- Ill health and medical emergencies for the student leading to hospitalization with certification by the doctor stating inability of student to attend Sem-In exams clearly within the necessary dates.
- Death of immediate family member

**Remedial Classes & Remedial Exam**

**The following categories of students are recommended to attend Remedial classes**:
- Students who did not attend or obtain a minimum of 50% marks in the Sem-In examination-1
- Students for whom the learning objectives of CO1/CO2 are not attained in the Sem-In examination-1
- Any other student may also be permitted to attend remedial classes as per the discretion of the Principal.

**The following are the guidelines to conduct remedial classes:**
- Remedial classes are scheduled to be conducted usually one- or two- weeks after the conclusion of Sem-In exam-1.
- The number of remedial classes to be conducted shall be 50% of regular classes held until the Sem-In exam-I.
- Remedial classes MUST NOT be scheduled during regular class work hours.

**The following are the guidelines for remedial exams:**
- Students attending remedial classes must maintain attendance of minimum 80% in classes conducted under remedial classes, without fail for being eligible for attending remedial exam.
- After conduction of remedial test, the Sem-in exam-1 marks will be updated by considering the weightage of 75% of marks obtained by student in remedial exam, and 25 % of marks obtained by student in regular exam; with a CAP of 75% in overall marks.

**Grading Process**

At the end of all evaluation components based on the performance of the student, each student is awarded grade based on absolute/relative grading system. Relative grading is only applicable to a section of a course in which the number of registered students is greater than or equal to 25. Choice of grading system is decided by the Course-Coordinator with due approval of Dean Academics and is specified in the course handout.

**Absolute Grading**

The list of absolute grades and its connotation are given below.

| Performance | Letter Grade | Grade Point | Percentage of marks |
|---|---|---|---|
| Outstanding | O | 10 | 90-100 |
| Excellent | A+ | 9 | 80-89 |
| Very Good | A | 8 | 70-79 |
| Good | B+ | 7 | 60-69 |
| Above Average | B | 6 | 50-59 |
| Average | C | 5 | 46-49 |
| Pass | P | 4 | 40-45 |
| Fail | F | 0 | 0-39 |
| Absent | AB | 0 | Absent |

**SGPA & CGPA**

The SGPA is the ratio of sum of the product of the number of credit s with the grade points scored by a student in all the courses and the sum of the number of credits of all the courses undergone by a student, in a semester.

Where 'Ci' is the number of credits of the $i^{th}$ course and *'Gi'* is the grade point scored by the student in the $i^{th}$ course.

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a program, where 'Si' is the SGPA of the $i^{th}$ semester and *'Ci'* is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- CGPA can be converted to percentage of marks: 10 X CGPA -7.5
- A student appearing for a course having lab integrated with theory and in case obtains less than 40% in either of lab or theory component of semester end examination, and in such case the student must reappear for the component only in which he has secured less than 40%. Till successful attainment of minimum 40% of both components, the student remains in the F grade for that course.
- Audit/Certificate courses are graded as satisfactory (S) or non- satisfactory (NS) only.
- At the end of each semester, the KLEF issues a grade sheet indicating the SGPA and CGPA of the student. However, grade sheets will not be issued to the student if he/she has any outstanding dues.

### Illustration of Computation of SGPA and CGPA

**SGPA Computation**

| COURSE | CREDITS | GRADE LETTER | GRADE POINT | CREDIT POINT (Credit x Grade) |
|--------|---------|--------------|-------------|-------------------------------|
| Course 1 | 3 | A | 8 | 3 X 8 = 24 |
| Course 2 | 4 | B+ | 7 | 4 X 7 = 28 |
| Course 3 | 3 | B | 6 | 3 X 6 = 18 |
| Course 4 | 3 | O | 10 | 3 X 10 = 30 |
| Course 5 | 3 | C | 5 | 3 X 5 = 15 |
| Course 6 | 4 | B | 6 | 4 X 6 = 24 |
| | 20 | | | 139 |

Thus, SGPA =139/20 =6.95

**CGPA Computation**

| Item | Semester | | | | | |
|------|------|------|------|------|------|------|
| | I | II | III | IV | V | VI |
| Credits | 20 | 22 | 25 | 26 | 26 | 25 |
| SGPA | 6.9 | 7.8 | 5.6 | 6.0 | 6.3 | 8.0 |

$$CGPA = \frac{(20*6.9+22*7.8+25*5.6+26*6.0+26*6.3+25*8.0)}{(20+22+25+26+26+25)} = 6.73$$

**Betterment**

A student may reappear for semester end examination for betterment only in the theory part of the course for improving the grade, subject to the condition that, the student has passed the course, his/her CGPA is ≤ 6.75 and the grade in the respective course to be equal to or lower than "C". In the case of reappearing for a course, the best of the two grades will be considered. A Student can re-register in any course in any semester during the program for improvement of grade if the current grade in the course is lower than B+ and with due approval from Dean Academics in accordance with academic regulations. A student cannot reappear for semester end examination in courses like Industrial Training, courses with their L-T/ST-P-S Structure like 0-0-X-X, Project, Practice School and Term Paper.

**Rustication**

A student may be rusticated from the KLEF on disciplinary grounds, based on the recommendations of any empowered committee, by the Vice Chancellor.

**Award of Medals**

KLEF awards Gold and Silver medals to the top two candidates in each program after successful completion of their study. The medals are awarded based on their CGPA during the Annual Convocation with the following constraints:

      a. The grade obtained through betterment/ supplementary will not be considered for this award.

      b. S/he must have obtained first class with distinction for the award of Gold or Silver-medal.

**Academic Bank of Credits:**

ABC helps the students to digitally store their academic credits from any higher education institute registered under ABC in order to award Certificate/Diploma/Degree/Honors based on the credits earned by the student. All the credits acquired by the students are stored digitally by registering into Academic Bank of Credits (ABC) portal. It also supports retaining the credits for a shelf period and continue their program study with multiple breakovers. Students may exit from their current program of study due to any unforeseen reasons or to focus on their chosen career path. In such cases, the student may break for a period of time (preferably not in the middle of an academic year) and may continue with the program of study at a later stage. Moreover, students must be able to complete their program by not exceeding the maximum duration of the program. If not, they may be issued with a Certificate, diploma, degree or honors based on the credits acquired over the period of time for all the programs approved by UGC.

**ACADEMIC INSTRUCTIONS**

GENERAL BEHAVIOUR

a. Students should speak in English only while on campus with the faculty or among themselves.

b. Students are expected to wish / greet all senior officials of the KLEF with due respect.

c. Students should be courteous and polite in dealing with all Faculty & staff.

d. Students should maintain silence and/or speak in a soft voice in and around the classrooms, library, laboratories, and offices of the Deans, Program Chairs, Senior Officials, faculty rooms and corridors of academic buildings. It must be noted that shouting, talking in loud voice or in chorus, using indecent, abusive and discourteous language anywhere within the institution premises are considered serious acts of indiscipline and are punishable.

e. Students should not loiter during the free time in the university ampus.

f. Students should not issue any public or press statement, send letters to editors, government, public servants or notaries without prior permission and approval of the Registrar of KLEF in writing.

g. Students should keep the status, dignity, prestige and reputation of KLEF high and not engage in anything that might directly or indirectly undermine the standing of the institution.

h. Students must always adhere to a prescribed/decent dress code befitting the dignity of a technical/professional student within the campus.

i. Ragging of any student is a serious act of indiscipline and has been totally banned by the Hon'ble Supreme Court of India. A student found involved in any form of ragging, verbal or physical, inside or outside the institutional campus, hostels, or buses shall be treated as per the anti-ragging rules of the KLEF.

j. Students must not be involved in quarrelling or fighting or any indecent verbal or physical activity among themselves, or with staff and faculty or visitors. Direct or indirect involvement in any such activity will be considered as serious breach of discipline and strict disciplinary action will be taken against the students that engage in such activities.

k. Students are not allowed to sit on the steps, boundary walls on the higher floors of any building, or engage in gossiping, making noise or any other such activity.

## KLEF WORKING HOURS

KLEF operates between 09:00 AM to 5:00 PM on all weekdays.

## LECTURE CLASS ENVIRONMENT

The institute is a community of learners. Students have a responsibility of creating and maintaining an environment that supports effective learning to receive effective instructions in classrooms, laboratories. KLEF expects students to conduct themselves in an orderly and cooperative manner by adhering to University Rules & Regulations.

## LABORATORY ENVIRONMENT

A conductive learning environment in the laboratory is essential and the students are advised to follow the guidelines mentioned below:

l. Always listen carefully to the faculty especially for the safety precautions to take in the laboratories. Accidents resulting in injuries may occur if precautions are not taken.

m. Eating in laboratories is strictly prohibited.

n. Proper dress code is to be followed as prescribed by faculty in each lab.

o. Students should familiarize themselves with the location of all safety equipment which may be available.

p. Follow evacuation procedures quickly and quietly, if needed.

q. Students should always conduct themselves in a responsible and cautious manner. Risky behaviors such as pushing, running, jumping etc., are unwarranted.

r. Only materials required to complete and record the experiment instructions, (e.g. pencils or graph paper, etc.) should be brought into the laboratory.

s. Equipment must be carefully handled to prevent breakage or damage, otherwise appropriate penalties/disciplinary action may be levied/imposed.

t. Lab station must be cleaned prior to leaving a lab.

u. Any accident, no matter how small or big, must be reported to the concerned faculty immediately.

## REGISTRATION PROCESS

For every course, the student must undertake the registration process prior to commencement of the coursework, based on the following conditions.

v. Registration into a course will be permitted only for such courses, which are offered by KLEF in that semester.

w. A student must clear the pre-requisite(s) if any, to register into a course.

x. KLEF reserves the right to register.

y. Registration for add/drop/change of a course will be permitted only within one week from the scheduled date of commencement of classes.

z. Students can register upto a maximum of 26 credits of their choice in a semester to meet their program requirements.

aa. KLEF reserves the right to withdraw within one week of the commencement of the semester any elective course offered, if adequate number of students have not registered or for any other administrative reasons. In such cases, the students are permitted to register for any other elective course of their choice provided they have fulfilled the eligibility conditions.

bb. KLEF reserves the right to cancel the registration of a student from a course or a semester or debar from the degree on disciplinary / plagiarism grounds.

cc. A student is solely responsible to ensure that all conditions for proper registration are satisfied. If, there is any clash in the timetable, it should be immediately brought to the notice of the Academic coordinator for necessary corrective action. The registration may be cancelled for a s found at a later stage.

# CHAPTER 9

## STUDENT COUNSELLING AND FEEDBACK

### Student Counselling

Effective academic counselling, career counselling, and personal counselling foster student success and are an integral part of the institutional environment. Academic counselling provides students with clear pathways for successful and timely completion of their academic goals, through either degree or certificate programs at two-year colleges or universities. Career counselling provides information about a wide variety of employment opportunities available in chemistry-based careers. Personal counselling leads to successful completion of educational and career goals with good moral and ethics.

Mentors, Advisers, counsellors, and faculty members should help students develop educational goals and guide their professional development via networking opportunities, confidence building, and career planning. A strong collaboration among faculty, counsellors, and advisers at the institution and their students and parents should be fostered and sustained to increase students' successful graduation, transfer, job placement, and achievement of career goals.

The following are the various parameters that are taken into consideration in the respective counselling process:

**Academic Counselling**

A mentor or counsellor pays personal attention to and monitors student's academic progress. Students meet the allotted counsellor every fortnight and counsellor records the academic issues faced by the students, if any. The academic progress of the student is tracked by the counsellor and the same is informed to the parents of the students every month. A consolidated counselling report is submitted by the Department Academic Counselling Board to the Office of Dean Academics through the Professor In-Charge of the Department. Office of Dean Academics discusses with the departments to understand the various aspects that contribute to the development of the students and the ways to address & resolve the issues faced by their students. The outcome of the meeting may be in identifying the best practices to be adopted by the mentors to effectively guide the students, training to be adopted for students and mentors, therapeutical sessions to be arranged in consultation with psychologists, teaching learning practices to be improved, etc.

**Career Counselling**

The skill development and student progression division play an exemplary role in the overall progress and career growth of the students. SWEAR (Strengths, Weakness, Eligibility, Availability and Resources) analysis is done for the students at regular intervals to identify their strengths, weaknesses, interests, career category of interest (employability, research or entrepreneurship), pre-existing knowledge, aspects to improve, etc. The survey results are analyzed and necessary insights are derived from it for the appropriate planning by the skill development and student progression division and communicated to the departments. Necessary training programs in areas like soft skills, communication, life skills like yoga, meditation are arranged under the aegis of skill and sports division through experts from appropriate industry as trainers.

**Psychological Counselling**

Mentors are encouraged to guide the students on various aspects mentioned below to ensure the overall development of the students. Mentors are given necessary professional development rograms to effectively guide the students on these aspects to ensure the holistic development of the students. As the students go to the mentor for regular interaction as a part of their timetable, they establish a good connection with them and be ready to listen to the mentor on the areas they should focus upon in order to excel well in academics. Some of the varies aspects the mentor advices the students upon are time management, classroom activities, anti-ragging policy, positive attitude, human values, motivational lectures, self-awareness, gender sensitization, family relations, peer relations, physical-emotional-mental health, sports, cultural activities, hostel room/home related. In spite of the best efforts of the mentor in guiding the students on the aspects mentioned above, in some of the cases the students may need the support of the psychologists to overcome their mental health issues. In such cases, the mentors are required to recommend those students to the psychologists for further action. Based on the counselling feedback received from the counsellors, the department chair recommends the student for personal or psychological counselling by psychologists, if required for the improvement of student's academic progress and behavioural process. The University appointed psychologists will counsel the student and provide few recommendations to improvise the personal attitude and professional career growth. The same will be forwarded to the parents of the student.

## Feedback System

Monitoring of feedback is a continuous process. Feedback is obtained from students and parents on various aspects. Feedback is taken through personal interaction with students, interaction with parents in addition to mid-semester and end-semester feedback. The following are the different feedback:

- Student General Feedback: General Feedback is taken from the students on the aspects like Course Contents, Teaching Learning Process, Outcomes, Resources and Evaluation twice in every semester (Mid semester and End Semester Feedback) in a structured format floated by Office of Dean Academics.
- Student Satisfaction Survey: Student Satisfaction Survey to all innovative methods and approaches should be recorded at appropriate intervals and the process should be refined based on that. Students should be sensitized on the process and methods and their understanding of the same should be assured.
- Student Exit Feedback: Exit feedback is taken from the final year students on the aspects like entrance test, admission process, Course Contents, Teaching Learning Process, Outcomes, Resources and Evaluation, placements etc.
- Stakeholders Feedback: Stakeholders feedback for design and review of syllabus is taken at the end of every semester from Students, Alumni, Academic Peers, Parents and Industry Personnel.
- Faculty Satisfaction Survey: Satisfaction Survey is taken from the existing faculty on Course Contents, Teaching Learning Process, Outcomes, Resources and Evaluation once in every semester in a structured format floated by Office of Dean Academics.

The feedback collected from students and other stakeholders will be duly analyzed, classified, summarized and finally, a consolidated Action Taken Report will be prepared over the collective issues raised by the students and the stakeholders in the feedback. The finalized Action Taken Report will be forwarded to the Board of Studies and after obtaining approval in the Academic Council, suggested amendments will be made to the curriculum.

# CHAPTER 10
## PROGRAM STRUCTURE

| SEM | Course code | COURSE NAME | Short Name | Mode | Type | L | T | P | S | CR | CH | Prerequisites |
|-----|-------------|-------------|------------|------|------|---|---|---|---|----|----|---------------|
| 1 | 23UC5201 | Professional Communication Skills | PCS | R | AUC | 0 | 0 | 4 | 0 | 0 | 4 | NIL |
| 1 | 23DH5101 | Digital Humanities: Historical overview & scope | DHHS | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 1 | 23DH5102 | Language and Linguistics | L&L | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 1 | 23DH5103 | Effective Writing Skills | EWS | R | PCC | 3 | 0 | 2 | 0 | 4 | 4 | NIL |
| 1 | 23DH5104 | Media & Film Studies | MFS | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 1 | 23DH5105 | Orientation to ICT Tools | OIT | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 2 | 23DH5201 | Cultural Studies | CS | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 2 | 23DH5202 | Journalism & Mass Communication | J&MC | R | PCC | 4 | 0 | 2 | 0 | 5 | 4 | NIL |
| 2 | 23DH5203 | Applied Linguistics | A L | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | L&L |
| 3 | 23DH6102 | Computational Linguistics | C L | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | A P |
| 3 | 23DH6103 | Content Development for Digital Media | CDDM | R | PCC | 4 | 0 | 0 | 0 | 4 | 4 | EWS |
| 3 | 23DH6110 | Media Ethics | M E | R | FC | 4 | 0 | 0 | 0 | 4 | 4 | MFS |
| 3 | 23DH6111 | Critical Reasoning, Writing and Practice | CRWP | R | FC | 3 | 0 | 2 | 0 | 4 | 5 | EWS |
| 3 | 23DH6112 | Gender Representation in Digital Literature | GRDL | R | FC | 4 | 0 | 0 | 0 | 4 | 4 | NIL |
| 2 | 23DH5204 | Communication for Digital Business | CDB | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | |
| 2 | 23DH5205 | Creative Writing | CW | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | EAP |
| 2 | 23DH5206 | Art & Science of Public Speaking | ASPS | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | |
| 3 | 23DH6104 | Translation & Globalization | TAG | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | |
| 3 | 23DH6105 | Film &Television Adaptation of Literature | FTAL | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | MFS |

| Sem | Code | Course | Abbr | R/M | Cat | L | T | P | | C | Total | Spec |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 23DH6106 | Society in Diasporic Literature | SDL | R | PE | 3 | 0 | 0 | 0 | 3 | 4 | |
| 3 | 23DH6107 | New Media Studies | NMS | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | MS |
| 3 | 23DH6108 | English Language: Teaching and Practice | ELTP | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | NIL |
| 3 | 23DH6109 | Critical Approaches to Communication Theories | CACT | R | PE | 2 | 0 | 2 | 0 | 3 | 4 | NIL |
| 2 | 22FL3054 | OPEN ELECTIVE – 1- FRENCH LANGUAGE | OE1 | R/M | OEC | 2 | 0 | 0 | 0 | 2 | 2 | NIL |
| 3 | 22FL3055 | OPEN ELECTIVE – 2- GERMAN | OE2 | R/M | OEC | 2 | 0 | 0 | 0 | 2 | 2 | NIL |
| 2 | 23IE5201 | Essentials of Research Design | PR | R | HAS | 2 | 0 | 2 | 0 | 3 | 4 | NIL |
| 3 | 23DH6101 | Minor Project/Term Project | MIP | R | PRI | 0 | 0 | 4 | 0 | 3 | 8 | NIL |
| 4 | 23DH6201 | Major Project/Dissertation | MAP | R | PRI | 0 | 0 | 24 | 0 | 16 | 40 | MFS, J&MC,CS, TS&DC |
| 4 | 23DH6105 | VAC | VAC | R/M | VAC | 2 | 0 | 0 | 0 | 0 | 0 | NIL |
| | | **GRAND TOTAL** | | | | **51** | **0** | **56** | **0** | **80** | **140** | |

PCC - Professional Core related to Major area, PEC - Professional Elective Courses related to Specialization, PRI - Project, Research or Internship Courses, AUC - Audit Courses, VAC - Value Added Courses, OEC - Open Elective, FCC- Flexi core course which leads to specialization

Graduation requirements: Successful attainment of 80 credits, obtain all PEC credits from courses of specific specialization domain, complete 1 SCI publication and obtain Satisfactory in all 0 credit courses (AUC, VAC and PRI categories)

## Program Articulation Matrix

| S. No | Course Code | Course Name | Category | L | T | P | S | Cr | Pos | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | 23UC5201 | Professional Communication Skills | AUC | 0 | 0 | 4 | 0 | 0 | | | 2 | | | | | |
| 2 | 23DH5101 | Digital Humanities: Historical overview & scope | PCC | 4 | 0 | 0 | 0 | 4 | | | 2 | | | | | |
| 3 | 23DH5102 | Language and Linguistics | PCC | 4 | 0 | 0 | 0 | 4 | | | | | 2 | | | |
| 4 | 23DH5103 | Effective Writing Skills | PCC | 3 | 0 | 2 | 0 | 4 | | | | 3 | | | | |
| 5 | 23DH5104 | Media & Film Studies | PCC | 4 | 0 | 0 | 0 | 4 | | | 3 | | | | | 3 |
| 6 | 23DH5105 | Orientation to ICT Tools | PCC | 4 | 0 | 0 | 0 | 4 | 2 | | | 3 | | | | |
| 7 | 23IE5201 | Essentials of Research Design | PRI | 1 | 0 | 1 | 0 | 2 | | | 2 | | | 3 | | |
| 8 | 23DH5201 | Cultural Studies | PCC | 4 | 0 | 0 | 0 | 4 | | | | | | 3 | | |
| 9 | 23DH5202 | Journalism & Mass Communication | PCC | 4 | 0 | 2 | 0 | 5 | | | 2 | | | | | 3 |
| 10 | 23DH5203 | Applied Linguistics | PCC | 4 | 0 | 0 | 0 | 4 | | 2 | | | | | 3 | |
| 11 | 23DH5204 | Communication for Digital Business | PEC | 2 | 0 | 2 | 0 | 3 | | 1 | | 2 | | | | |
| 12 | 23DH5205 | Creative Writing | PEC | 2 | 0 | 2 | 0 | 3 | | | | 3 | | | | 3 |
| 13 | 23DH5206 | Art & Science of Public Speaking | PEC | 2 | 0 | 2 | 0 | 3 | | 2 | 2 | | | | | |
| 14 | 22FL3054 | OPEN ELECTIVE - 1: FRENCH | OEC | 2 | 0 | 0 | 0 | 2 | 2 | | | | | | | |
| 15 | 23DH6101 | Minor Project/Term Project | PRI | 0 | 0 | 4 | 4 | 3 | | | | 3 | | | 3 | |
| 16 | 23DH6102 | Computational Linguistics | PCC | 4 | 0 | 2 | 0 | 5 | 1 | | | 1 | | | 2 | |
| 17 | 23DH6103 | Content Development for Digital Media | PCC | 4 | 0 | 0 | 0 | 4 | | 2 | | | | | | 2 |
| 18 | 23DH6104 | Translation & Globalization | PEC | 2 | 0 | 2 | 0 | 3 | | 2 | | | | 2 | | |

| # | Code | Course | Type | L | T | P | | C | | | | | | | | |
|---|------|--------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | 23DH6105 | Film &Television Adaptation of Literature | PEC | 2 | 0 | 2 | 0 | 3 | | | | | 3 | | | 3 |
| 20 | 23DH6106 | Society in Diasporic Literature | PEC | 2 | 0 | 2 | 0 | 3 | | | 3 | | | | 3 | |
| 21 | 23DH6107 | New Media Studies | PEC | 2 | 0 | 2 | 0 | 3 | | | | | | | 3 | |
| 22 | 23DH6108 | English Language: Teaching and Practice | PEC | 2 | 0 | 2 | 0 | 3 | | | | 2 | | | | |
| 23 | 23DH6109 | Critical Approaches to Communication Theories | PEC | 3 | 0 | 0 | 0 | 3 | | | | | 3 | | | |
| 24 | 23DH6110 | Critical Reasoning, Writing And Practice | FC | 4 | 0 | 0 | 0 | 4 | | | | | 3 | | | |
| 25 | 23DH6111 | Media Ethics | FC | 3 | 0 | 2 | 0 | 4 | | | | 2 | | | | 3 |
| 26 | 23DH6112 | Gender Representation in Digital Literature | FC | 4 | 0 | 0 | 0 | 4 | | | | | | | 3 | 3 |
| 27 | 22FL3055 | OPEN ELECTIVE - 2: German Languages | OEC | 2 | 0 | 0 | 0 | 2 | 2 | | | | | | | |
| 28 | 23DH6201 | Major Project/Dissertation | PRI | 0 | 0 | 24 | 16 | 16 | | | | 3 | | | 3 | |

## Course Articulation Matrix

| S.No | Course Code | Course Title | CO | Course Outcomes | Pos | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | 23UCL5101 | Professional Communication Skills | 1 | To develop and demonstrate principles of listening, speaking, reading and writing in various functional contexts | | | | | 2 | | | |
| | | | 2 | To demonstrate different types of personal and professional skills and apply them for growth in professional zone. | | | | | 2 | | | |
| | | | 3 | Apply the concepts of Mathematical Principles to solve problems on Arithmetic, Algebra & Geometry to improve problem solving ability. | | | | 3 | | | | |
| | | | 4 | Apply the concepts and using Logical thinking to solve problems on verbal & Non-Verbal Reasoning to develop Logical thinking skills. | | | | 3 | 3 | | | |
| 2 | 23DH5101 | Digital Humanities: Historical overview & scope | 1 | Develop the historical development and scope of Digital Humanities | 1 | 2 | | | | | | |
| | | | 2 | Apply digital tools and methods in humanities research | | | 3 | | | | | |
| | | | 3 | Analyze and evaluate the impact of digital humanities on cultural heritage | | | 3 | | | | | |
| | | | 4 | Illustrate assess the ethical considerations and challenges in digital humanities | | | | 3 | | | | |
| 3 | 23DH5102 | Language and Linguistics | 1 | Understand the nature of language as a system of communication | | 1 | | | | | | |
| | | | 2 | Analyze the internal structure of words in morphology | | | 2 | | | | | |
| | | | 3 | Analyze the impact of sociocultural factors on language use and identity | | | | 3 | | | | |
| | | | 4 | Apply discourse analysis methods to analyze language use in different contexts | | | | | 1 | | | |
| 4 | 23DH5103 | Effective Writing Skills | 1 | Apply effective writing techniques to produce clear and coherent written communication. | | | | | | 2 | | |
| | | | 2 | Demonstrate proficiency in grammar, vocabulary, and sentence construction. | | | | | | | 3 | |
| | | | 3 | Analyse persuasive and well-structured essays, reports, and other professional documents. | | | 3 | | | | | |
| | | | 4 | Apply revise, and edit written work for clarity, coherence, and effectiveness. | | | 3 | | | | | 3 |
| | | | 5 | Illustrate appropriate formatting and citation styles in academic and professional writing. | | | | 2 | | | | |
| 5 | 23DH5104 | Media & Film Studies | 1 | Develop the concept of history of Films | | 2 | | | | | | |

| S.No | Code | Course | CO | Course Outcome | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2 | Apply Film Aesthetics and Film Language | | 2 | | | | | | |
| | | | 3 | Analyse Indian Cinema | | | 2 | | | | | |
| | | | 4 | Illustrate Dubbing and Subtitling | | | 2 | | | | | |
| 6 | 23DH5105 | Orientation to ICT Tools | 1 | To develop overview of ICT, its evolution, and its significance in modern society. | | 3 | | | | | | |
| | | | 2 | To apply identify and interpret ICT applications | | 3 | | | | | | |
| | | | 3 | To apply different model of CALL | | 3 | | | | | | |
| | | | 4 | To apply the quality of information found online and protect their privacy when using ICT | | | 3 | | | | | |
| 7 | 23UC5201 | Essentials of Research Design | 1 | Illustrate Research objects, steps involved in research and articulate appropriate Research Questions | | 3 | | | | | | |
| | | | 2 | Perform Literature Review in a Scholarly style and apply appropriate methods for Data collection | | 3 | | | | | | |
| | | | 3 | Represent the data in tabular/Graphical form and prepare data for analysis | | | | 2 | | | | |
| | | | 4 | Perform statistical modelling and analysis to optimize the data, prepare the data for publishing | | | | | | | | 3 |
| 8 | 23DH5201 | Cultural Studies | 1 | Understand cultural studies as an interdisciplinary field and will be acquainted some of its key thinkers and theories. | 2 | | | | | | | |
| | | | 2 | Analyse familiarity with cultural studies methodologies and will be able to apply those methods to analyse cultural objects from their everyday lives. | | 3 | | | | | | |
| | | | 3 | Illustrate will gain topical knowledge of globalization, nationalism, post colonialism, science and technology, sexuality and gender, political economy, affect and aesthetics, and mass media in public discourse. | | 2 | | | | | | 2 |
| | | | 4 | Evaluate the contemporary cultures of urban and Knowledge Society, Technology, Precarity, Virtuality, Representation and Alternate Realities, and Culture and Big Data | | | | 2 | | | | 2 |
| 9 | 23DH5202 | Journalism & Mass Communication | 1 | To develop the fundamental concepts and theories of Journalism and Mass Communication. | 2 | | | | | | | |
| | | | 2 | Analyse the role of media in society and its influence on public opinion. | 2 | | | | | | | |
| | | | 3 | Examine the ethical and legal considerations in journalism and mass communication and | | | | | | | 2 | 2 |

| No | Course Code | Course Name | CO | Description | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | analyse media content and its impact on society | | | | | | | | |
| | | | 4 | Apply effective writing and communication skills in journalistic contexts and role of journalism. | | | | | | | 3 | |
| 10 | 23DH5203 | Applied Linguistics | 1 | To develop basic linguistic concepts and theories at a foundational level. | 2 | | | | | | | |
| | | | 2 | Analyze and evaluate language use in various contexts using intermediate-level linguistic concepts and theories. | | 3 | | | | | | |
| | | | 3 | Evaluate and interpret language data using advanced linguistic concepts and theories. | | | 3 | | | | | |
| | | | 4 | Apply advanced linguistic knowledge to solve complex language-related problems. | | | 3 | | | | | |
| 11 | 23DH5204 | Communication for Digital Business (CDB) | 1 | Understand the multiple methods and modes of communication. | | 1 | 2 | | | | | |
| | | | 2 | Apply the smart content for effective and appropriate communication | | 2 | | | | | | |
| | | | 3 | Apply the greater scope for projecting motivating and standard product cum services. | | 3 | | | | | | |
| | | | 4 | Evaluate the power on demonstrating cum advertising trends across digital business. | | 3 | | | | | | |
| | | | 5 | Illustrate actual pragmatics of media associated to business activities | | | 2 | | | | | |
| 12 | 23DH5205 | Creative Writing | 1 | To develop the basic Concepts of art and craft of writing and using digital technology for creative writing | 2 | | | | | | | |
| | | | 2 | Apply and perceive different genres of creative writing | | 2 | | | | | | |
| | | | 3 | Apply different elements of good writing for developing plot, character, setting and style in creative writing. | | 2 | | | | | | |
| | | | 4 | Creating digital content for business and E-6ommerce. | | | | | | 2 | 2 | |
| | | | 5 | Illustrate digital platforms and elements of writing for developing creative writing skills in practical sessions. | | | | | | 2 | | |
| 13 | 23DH5206 | Art and Science of Public Speaking | 1 | To develop the fundamental principles of public speaking. | | 3 | | | | | | |
| | | | 2 | Apply and organize engaging content for public speaking. | | 3 | | | | | | |
| | | | 3 | Analyse effective deliver speeches with appropriate body language and vocal variety. | | | 2 | | | | | |
| | | | 4 | Evaluate and provide constructive feedback on public speaking performances. | | 2 | | | | | | |

| S.No | Course Code | Course Name | CO | Course Outcome | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 5 | Apply visual aids and multimedia effectively in presentations. | | | | 2 | | | | | | | |
| | | | 6 | Analyse public speaking anxiety and develop confidence. | | | | | | | 2 | | | | |
| | | | 7 | Evaluate public speaking skills in various real-life and professional contexts. | | | | | | | | | | 1 | 2 |
| 14 | 23DH6102 | Computational Linguistics | 1 | Demonstrate understanding of the fundamental concepts of CL | | | 2 | | | | | | | | |
| | | | 2 | Apply NLP techniques for text preprocessing and analysis | | | | 3 | | | | | | | |
| | | | 3 | Apply language models and parsing techniques for linguistic analysis | | | | | 3 | | | | | | |
| | | | 4 | Evaluate machine translation and speech processing systems | | | | | 2 | | 2 | | | | |
| 15 | 23DH6103 | Content Development for Digital Media | 1 | Develop the content for digital media platforms at a basic cognitive level | 2 | | | | | | | | | | |
| | | | 2 | Apply literary techniques to create engaging digital content at a moderate cognitive level (BTL 3). | 2 | | | | | | | | | | |
| | | | 3 | Analyse and critique digital content at a higher-order cognitive level. | | | 3 | | | | | | | | |
| | | | 4 | Evaluate and implement creative digital content strategies at a higher-order cognitive level & demonstrate ethical and responsible content development practices in the digital media landscape | | | 3 | | | | | | | | |
| | | | 5 | Create advanced-level digital content for specialized digital media contexts | | | | | | 3 | | | | | |
| 16 | 23DH6104 | Translation and Globalization | 1 | Develop basic Critical concepts of translation as literary practice | 2 | | | | | | | | | | |
| | | | 2 | Apply basic concepts of globalization and hybridization of cultures | | | 3 | | | | | | | | |
| | | | 3 | Analyse and apply the Socio-cultural transitions | | | 3 | | | | | | | | |
| | | | 4 | Analyse and apply the socio-cultural transformation | | | | 3 | | | | | | | |
| 17 | 23DH6105 | Film &Television Adaptation of Literature | 1 | Develop the concept of Text Vs Screen | 2 | | | | | | | | | | |
| | | | 2 | Apply Film Adaptations and their implications | | | 3 | | | | | | | | |
| | | | 3 | Analyse television Adaptations | | | 3 | | | | | | | | |
| | | | 4 | Evaluate across times, languages, and cultures | | | | 2 | 2 | | | | | | |
| | | | 5 | Illustrate Screenings | | | | | 2 | | | | | | |
| 18 | 23DH6106 | | 1 | To develop the concept of Diasporic Literature | | | 3 | | | | | | | | |

38

| S.No | Course Code | Course Name | CO | Course Outcome | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Diaspora Literature | 2 | Apply themes & implications of diasporic Literature | | | 3 | | | | | |
| | | | 3 | Analyse various diasporic genres | | | | 3 | | | | |
| | | | 4 | Evaluate diasporic literature | | | | 3 | | | | |
| 19 | 23DH6107 | The New Media Studies | 1 | Develop Communication Theories, Concepts and Process | | | 3 | | | | | |
| | | | 2 | Apply the knowledge to interpret upcoming trends in Digital Media | | | 3 | | | | | |
| | | | 3 | Evaluate the trends in emerging technologies | | | | 3 | | | | |
| | | | 4 | Analyse Social media marketing strategies | | | | | 3 | | | |
| | | | 5 | Analyse a project report on successful marketing media channels | | | | | 3 | | | |
| 20 | 23DH6108 | English Language: Teaching and Practice | 1 | Demonstrate the principles and methods of English language teaching. | | | 3 | | | | | |
| | | | 2 | Apply lesson plans and teaching materials for English language instruction. | | | 3 | | | | | |
| | | | 3 | Analyse effective teaching strategies for various language skills. | | | | 3 | | | | |
| | | | 4 | Evaluate and assess English language learners' performance. | | | | 3 | | | | |
| | | | 5 | Analyse on teaching practice and engage in professional development. | | | | | 3 | | | |
| | | | 6 | Analyse technology and multimedia in English language teaching. | | | | | 3 | | | |
| | | | 7 | Illustrate diverse learners' needs and create an inclusive learning environment. | | | | | | 3 | | |
| 21 | 23DH6109 | Critical Approaches to Communication Theories | 1 | Demonstrate the major theoretical approaches used in critical communication studies. | | | 3 | | | | | |
| | | | 2 | Apply critical frameworks to evaluate media and communication practices. | | | 3 | | | | | |
| | | | 3 | Analyse and critique the social, political, and cultural implications of different communication theories. | | | 3 | | | | | |
| | | | 4 | Develop effective critical thinking and communication skills. | | | 3 | | | | | |

| No | Course Code | Course Name | CO | Course Outcome | | | | | | | | | |
|----|-------------|-------------|----|----------------|---|---|---|---|---|---|---|---|---|
| | | | 5 | Apply theoretical implications in practice in the practical classes. | | | | 3 | | | | | |
| 22 | 23DH6110 | Media Ethics | 1 | Develop the Origin of Media Studies | 1 | | 3 | | | | | | |
| | | | 2 | Apply Basic Concepts of Media Studies | 1 | | 3 | | | | | | |
| | | | 3 | Analyse Media Studies and Ethical Considerations | 1 | | 3 | | | | | | |
| | | | 4 | Illustrate contemporary Scenario in Media and Ethics | | | | 3 | | | | | 3 |
| 23 | 23DH6111 | Critical Reasoning, Writing and Practice | 1 | Demonstrate the basics of critical reasoning and effective writing. | | 2 | | | | | | | |
| | | | 2 | Apply critical reasoning in constructing logical arguments. | | | 3 | | | | | | |
| | | | 3 | Analyse texts and scenarios critically and develop written responses. | | | | 3 | | | | | |
| | | | 4 | Evaluate arguments and written content for validity and coherence. | | | 3 | | | | | | |
| | | | 5 | Create sophisticated written content with advanced reasoning. | | | | | | | | 2 | |
| | | | 6 | Illustrate independent research skills in critical reasoning & writing. | | | | | | | | 2 | |
| 24 | 23DH6112 | Gender Representation in Digital Literature | 1 | Demonstrate Gender Representation in Digital Literature | | | 2 | | | | | | |
| | | | 2 | Apply Gender and the Future of Digital Literature | | | | 2 | | | | | |
| | | | 3 | Analyse Gender and social media | | | | 2 | | | | | |
| | | | 4 | Illustrate gender and narrative | | | | 2 | | | | | 2 |

AUC:

PROFESSIONAL COMMUNICATION SKILLS (PCS)

| COURSE CODE | 23UC5201 | MODE | R | LTPS | 0-0-4-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop and demonstrate principles of listening, speaking, reading and writing in various functional contexts | 3 | PO 5 |
| CO2 | To demonstrate different types of personal and professional skills and apply them for growth in professional zone. | 3 | PO 5 |
| CO3 | Apply the concepts of Mathematical Principles to solve problems on Arithmetic , Algebra & Geometry to improve problem solving ability. | 3 | PO5 |
| CO4 | Apply the concepts and using Logical thinking to solve problems on verbal & Non-Verbal Reasoning to develop Logical thinking skills. | 3 | PO5 |

Syllabus

| Module 1 | Vocabulary: Synonyms, Antonyms and One-word substitutes,  (B)Reading comprehension, Critical reading, (C) Writing skills: Email writing, report writing and paragraph writing (D) Listening/Speaking Skills: listen & speak, Functional grammar |
|---|---|
| Module 2 | Personal Skills: Intra & Interpersonal skills   (B) Assertiveness    (C) Group Discussion (D) Resume writing   (E) Video resumes (F) Interview skills |
| Module 3 | Simple Equations, Ratio & Partnership, Averages, Percentages, Profit & Loss, Simple & Compound Interest, Numbers, Quadratic Equations & Inequalities, Time & Work, Time, Speed & Distance, Permutations & Combinations, Probability, Mensuration, Data Interpretation. |
| Module 4 | Syllogism, Logical Venn Diagrams, Cubes & Dice, Number& letter series, Number, letter & word Analogy, Odd Man Out, Coding & Decoding, Blood Relations, Directions, clocks, calendars, Number, ranking & Time sequence test, Seating Arrangements, Data Sufficiency. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | The Business Student's Handbook: Skills for Study and Employment | Fisher, Julie and Bailey, Peter | Cengage Learning | 2017 |
| 2 | The Complete Guide to mastering soft skills for workplace success | Adams, John | Adams media | 2019 |

| 3 | Writing Tools: 55 Essential Strategies for Every Writer | Roy Peter Clark | Little, Brown and Company | 2006 |
|---|---|---|---|---|
| 4 | Quantitative Aptitude | R. S. Agarwal | SCHAND | |
| 5 | A Modern Approach to Verbal Reasoning | R. S. Agarwal | SCHAND | |

Global Certifications:

| Mapped Global Certifications: | | | | | |
|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Lingua Skills | Cambridge University | Yes | Online | Cambridge | https://www.cambridgeenglish.org/exams-and-tests/qualifications/business/ |

Tools used in Practical / Skill:

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| 1 | NA | | |
| 2 | | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | NA | | |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | | | |
| | NA | | |
| | | | |
| | | | |
| End-Sem Summative | | | |
| | | | |
| | | | |

**HAS:**

*PROFESSIONAL CORE:*

Digital Humanities: Historical overview & scope (DH)

| COURSE CODE | 23DHL5101 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | POs Mapping |
|-----|----------------|-----|-------------|
| CO1 | Develop the historical development and scope of Digital Humanities | 3 | 1 |
| CO2 | Apply digital tools and methods in humanities research | 3 | 1 |
| CO3 | Analyze and evaluate the impact of digital humanities on cultural heritage. | 3 | 1 |
| CO4 | Illustrate assess the ethical considerations and challenges in digital humanities. | 4 | 1 |

Syllabus

| Module | Syllabus |
|--------|----------|
| Module 1 | Introduction to Digital Humanities: Definition, scope, and key concepts - Historical development of Digital Humanities - Key theoretical frameworks and approaches in Digital Humanities - Intersection of technology and humanities disciplines - Case studies showcasing the application of Digital Humanities methodologies |
| Module 2 | Digital Tools and Methods in Humanities Research: Introduction to digital tools and software for humanities research - Textual analysis and text mining techniques - Network analysis and visualization - Geographic Information Systems (GIS) and mapping - Data visualization and infographics - Collaborative and participatory research methods |
| Module 3 | Digital Archives and Cultural Heritage: Digitization and preservation of cultural heritage materials - Introduction to digital archives and repositories - Metadata standards and practices - Copyright and ethical considerations in digital cultural heritage - Case studies on digital archives and cultural heritage projects |
| Module 4 | Digital Humanities and Public Engagement: Digital storytelling and narrative techniques - Public humanities and digital outreach - Social media and online communities in the humanities - Digital pedagogy and online teaching resources - Ethical considerations and challenges in public digital humanities |

Reference Books:

| Book Sl No | Title | Author(s) | Edition | Publisher |
|------------|-------|-----------|---------|-----------|
| Book 1 | Digital_Humanities: A Primer | Anne Burdick, Johanna Drucker, et al. | 1st | The MIT Press |
| Book 2 | Digital_Humanities: Theory and Practice | David M. Berry, Anders Fagerjord | 1st | Routledge |

| Book 3 | A Companion to Digital Humanities | Susan Schreibman, Ray Siemens, et al. | 1st | Wiley-Blackwell |
|---|---|---|---|---|
| Book 4 | Debates in the Digital Humanities | Matthew K. Gold (Editor) | 1st | University of Minnesota Press |
| Book 5 | The Digital_Humanities: A Primer for Students and Scholars | Eileen Gardiner, Ronald G. Musto | 3rd | Cambridge University Press |

Global Certifications:

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | "Digital Humanities Certification" | DH Institute | Yes | Online exam | DH Institute | Certification Link |
| 2 | "Digital Cultural Heritage Certificate" | UNESCO | Yes | Proctored online exam | UNESCO | Certification Link |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 10 | |
| | Quiz | 10 | 20 |
| In-Sem Summative | In-Sem 1 | 20 | |
| | In-Sem 2 | 20 | 40 |
| End-Sem Summative | End-Sem Exam (Paper Based) | 40 | 40 |

Language & Linguistics> <(L&L)>

| COURSE CODE | 23DHL5102 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | Nil |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| Course Outcomes: | | | |
|---|---|---|---|
| CO# | CO Description | BTL | Pos Mapping |
| CO1 | Develop the nature of language as a system of communication | 3 | 1 |
| CO2 | Analyze the internal structure of words in morphology | 3 | 1 |
| CO3 | Analyze the impact of sociocultural factors on language use and identity | 3 | 1 |
| CO4 | Apply discourse analysis methods to analyze language use in different | 4 | 1 |

| | contexts | | |
|---|---|---|---|

Syllabus

| Module 1: | Introduction to Language and Linguistics: Overview of language as a system of communication, Introduction to the scientific study of language (linguistics), Key concepts in linguistics and their relevance to the study of language. |
|---|---|
| Module 2: | Language Structure and Analysis: Phonetics and phonology: sounds and their patterns in language Morphology: word formation and internal structure of words Syntax: sentence structure and word order, Semantics: meaning in language, Pragmatics: language use in context. |
| Module 3: | Sociolinguistics and Language Variation: Sociolinguistics: the study of language in social context. Language variation: dialects, accents, and registers. Language and identity: sociocultural factors influencing language use. Language change and language planning Multilingualism and language contact |
| Module 4: | Language and Discourse Analysis: Discourse analysis: the study of language in use Pragmatics: context, implicature, speech acts. Conversation analysis: turn-taking, repair, and adjacency pairs. Critical discourse analysis: power, ideology, and language Textual analysis: cohesion, coherence, and genre. |

Reference Books:

| S.no | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| 1 | Introduction to Linguistics | Saeed Nadim Jafar | 1st | Oxford University Press India |
| 2 | Sociolinguistics: A Study of Language and Society | Ramesh Nagarajappa | 1st | Pearson India |
| 3 | Introduction to Discourse Analysis: Theory and Method | Vijay Bhatia | 2nd | Routledge India |
| 4 | The Languages of India | Anvita Abbi | 1st | Cambridge University Press India |
| 5 | Introduction to Semantics and Pragmatics | K. V. Tirumalesh | 1st | PHI Learning Private Limited |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |

| 1 | English Language and Linguistics Certificate | University of Michigan-Dearborn | Y | online | University of Michigan-Dearborn | https://umdearborn.edu/casl/undergraduate-programs/certificates/english-language-and-linguistics-certificate |
|---|---|---|---|---|---|---|
| 2 | **Introduction to Language and Linguistics** | Princeton University | Y | online | Princeton University | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 10 | |
| | Quiz | 10 | 20 |
| In-Sem Summative | In-Sem 1 | 20 | |
| | In-Sem 2 | 20 | 40 |
| End-Sem Summative | End-Sem Exam (Paper Based) | 40 | 40 |

## Effective Writing Skills > <(EWS)>

| COURSE CODE | 23DHL5103 | MODE | R | LTPS | 3-0-2-0 | PRE-REQUISITE | None |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | Pos |
|---|---|---|---|
| CO1 | Apply effective writing techniques to produce clear and coherent written communication. | 3 | 1 & 5 |
| CO2 | Demonstrate proficiency in grammar, vocabulary, and sentence construction. | 2 | 1 & 5 |
| CO3 | Analyse persuasive and well-structured essays, reports, and other professional documents. | 3 | 1 & 5 |
| CO4 | Apply revise, and edit written work for clarity, coherence, and effectiveness. | 4 | 1 & 5 |
| CO5 | Illustrate appropriate formatting and citation styles in academic and professional writing. | 5 | 1 & 5 |

Syllabus

| Module 1 | Introduction to Effective Writing: Overview of effective writing techniques, Importance of clear and coherent communication, strategies for organizing content logically.Paragraphing, transitions, and cohesive devices for coherence |
|---|---|
| Module 2 | Grammar and Sentence Construction: Review of grammar rules: subject-verb agreement, verb tenses, etc. Building vocabulary and incorporating idiomatic expressions. Sentence structure and syntax. Punctuation and mechanics |
| Module 3 | Persuasive Writing: Writing persuasive essays and reports, Crafting a clear thesis statement. Developing compelling arguments. Effective rhetorical strategies: appealing to emotions, providing evidence |

| Module 4 | Document Structure and Organization: Structure of essays, reports, and professional documents Introduction, body paragraphs, and conclusion. Creating effective outlines and subheadings. Using headings, bullet points, and lists for clarity |
|---|---|
| Module 5 | Revision and Editing: Identifying and correcting grammar, spelling, and punctuation errors. Revising sentences and paragraphs for clarity and flow. Seeking feedback and incorporating suggestions. Proofreading techniques for error-free writing. Formatting and Citation Styles: Formatting guidelines for academic and professional writing. APA, MLA, or other specified citation styles. In-text citations and references. Creating bibliographies and reference lists |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | The Elements of Style | William Strunk Jr. and E.B. White | Ingram Short Title | 2013 |
| 2 | On Writing Well | William Zinsser | Harper Perennial | 2020 |
| 3 | A Course in Technical English | K.N. Shoba & | Cambridge University Press | 2020 |
| 4 | Functional English | Gajendra Singh Chauhan, Smita Kashiramka & L. Thimmesha | Cengage Learning India Pvt Ltd | 2019 |

Global Certifications:

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| Mapped Global Certifications: | | | | | | |
| 1 | The Business Writing Course | Udemy | N | Online | Udemy | https://www.udemy.com/course/the-business-writing-course/ |

**Evaluation Components:**

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM – 4 | 8 | |
| | Home Assignment & Text Book – 4 | 7 | |
| | Lab Continuous Evaluation | 7 | 22 |
| | | | |
| | | | |
| In-Sem Summative | Sem-in 1 | 15 | |
| | Sem-in 2 | 15 | |
| | Lab-in Sem | 8 | 38 |
| | | | |
| | | | |
| End-Sem Summative | End Sem Exam | 24 | |
| | Lab End Sem Exam | 16 | 40 |
| | | | |

| COURSE CODE | 23DHL5104 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | Pos |
|---|---|---|---|
| CO1 | To develop history of Films | 2 | 3 |
| CO2 | Apply Film Aesthetics and Film Language | 3 | 3,7 |
| CO3 | Analyse Indian Cinema | 3 | 3,6 |
| CO4 | Illustrate Dubbing and Subtitling | 4 | 3 |

Syllabus

| Module 1 | Early Cinema and Film Forms – The Silent Era, Primitives and Pioneers, Rise, and Decline of the Studio – The British Cinema – Hollywood – Contemporary World Cinema. |
|---|---|
| Module 2 | Semiotics of Film - Mise-en-scene and the Aesthetics of Meaning – setting and Story – Montage - Sound and Image – Cinematography – Editing |
| Module 3 | Inception and History of Indian Cinema – Legends of Indian Cinema – Bollywood – Hindi Film Industry, Alternative Practices in Indian Cinema – Realism and Its Critical Extensions, The Indian New Wave - South India Cinema – History, Songs, and Dance as exquisite features of Indian Cinema |
| Module 4 | Language and Translation in Film – Dubbing – History and Development – Subtitling – History and Development. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Film Sense | Sergei Eisenstein | Harcourt, Brace | |
| 2 | Film Art: An Introduction | David Bordwell & Kristin Thomson | McGraw-Hill Higher | 2008 |
| 3 | Making Meaning in Indian Cinema | R Vasudevan | **OUP India** | 2000 |
| 4 | Our Films Their Films | Satyajit Ray | Hyperion, New York | 1994 |
| 5 | Film Theory and Criticism and Introductory Readings | Leo Braudy, Marshall Cohen | OUP, New York | 2016 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | International Film Studies Certificate | University of Kentucky | Yes | MCQs | College of Arts and Science, University of Kentucky | https://www.uky.edu/academics/undergraduate-certificate/college-arts-sciences/international-film-studies-certificate |
| 2 | Film, Images & Historical Interpretation in the 20th Century: The | Coursera | Yes | MCQs | University of London | https://www.coursera.org/learn/film-images |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 10 | |
| | ATTENDANCE | 10 | |
| | | | 20 |
| In-Sem Summative | SEM IN EXAM 1 | 20 | |
| | SEM IN EXAM 2 | 20 | 20 |
| End-Sem Summative | END SEM EXAM | 40 | 40 |

## ORIENTATION TO ICT TOOLS

| COURSE CODE | 23DHL5105 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

Course Outcomes

| CO NO | Course Outcome (CO) | BTL | POs |
|---|---|---|---|
| CO1 | To develop overview of ICT, its evolution, and its significance in modern society. | 3 | 3 |
| CO2 | To understand , identify and interpret ICT applications | 3 | 3 |
| CO3 | To apply different model of CALL | 4 | 3 |
| CO4 | To apply the quality of information found online and protect their privacy when using ICT | 4 | 3 |

Syllabus

| Module 1 | Introduction to ICT ToolsThe Foundations of ICT |
| --- | --- |
| Module 2 | The basics of computer literacy, The basics of web design. The basics of social media |
| Module 3 | The Different Types of ICT Tools. The Benefits of Using ICT Tools. The Impact of ICT on Society |
| Module 4 | The Ethics of ICT. The Future of ICT. Case studies |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
| --- | --- | --- | --- | --- |
| 1 | Teaching and Researching Computer-Assisted Language Learning | Ken Beatty | Pearson | 2010 |
| 2 | Computer Literacy Basics: A comprehensive Guide to IC3 | Connie Morrison | Course Technology | 2014 |
| 3 | Teaching English Language Learners through Technology. | Tony Erben, Ruth Ban, Martha astañeda. | Routledge | 2009 |
| 4 | Information Technology Today: An Introduction | Ken Garfinkel | McGraw-Hill Education | 2021 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Microsoft Office Specialist | Microsoft | YES | | Certiport | https://certiport.pearsonvue.com/Certifications/Microsoft/MOS/Overview.aspx |

Tools used in Practical / Skill:

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
| --- | --- | --- | --- |
| 1 | NA | | |
| 2 | | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
| --- | --- | --- | --- |
| In-Sem Formative | ALM | 10 | |
| | HOME ASSIGNMENT | 10 | 20 |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | IN SEM 1 | 20 | |
| | IN SEM 2 | 20 | 40 |
| | | | |
| | | | |

| End-Sem Summative | END SEM EXAM | 40 | |
|---|---|---|---|
| | | | 100 |

## Cultural Studies (CS)

| COURSE CODE | 23DHL5201 | MODE | R | LTPS | : 4-0-0-0 | PRE-REQUISITE | NONE |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop cultural studies as an interdisciplinary field and will be acquainted some of its key thinkers and theories. | 3 | 3 |
| CO2 | Analyse familiarity with cultural studies methodologies and will be able to apply those methods to analyse cultural objects from their everyday lives. | 3 | 3 |
| CO3 | Illustrate will gain topical knowledge of globalization, nationalism, post colonialism, science and technology, sexuality and gender, political economy, affect and aesthetics, and mass media in public discourse. | 3 | 5 |
| CO4 | Evaluate the contemporary cultures of urban and Knowledge Society, Technology, Precarity, Virtuality, Representation and Alternate Realities, and Culture and Big Data | 3 | 5 |

Syllabus

| Module 1 | Culture in the 19th and 20th centuries: The Emergence of the Culture Concept, Evolution of Culture, Culture and the Industrial Revolution (5 lectures), The Culture Industry (Value and Meaning), Culture as Commodity (Mass Culture) (5 lectures) |
|---|---|
| Module 2 | Culture and Politics: Aesthetics and Politics, National Culture, Cultural Semiotics and Political Life (5 lectures) Cultural Economy, Political Society (5 lectures) |
| Module 3 | Culture and Pedagogy: Culture and the Disciplines - Literary Studies, Anthropology, Sociology, History, Linguistics/Philology, Visuality Studies, Political Science (6 lectures), Understanding the Two Cultures - Natural and Human Sciences, Addressing the Pedagogical and Intellectual Divide (5 lectures) |
| Module 4 | Culture and Contemporary Life: Mapping the City, Urban Lives and Cultures (5 lectures), Knowledge Society, Technology, Precarity, Virtuality, Representation and Alternate Realities, Culture and Big Data (6 lectures) |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | An introduction to Cultural Studies | Promod K Nayar, | Viva Books | 2008 |
| 2 | Culture and Pedagogy: International Comparisons in Primary Education | Robin J Alexander | Wiley | 2001 |

| 3 | Culture and Everyday Life | Andy Bennett | Griffith University, Australia | 2005 |
|---|---|---|---|---|
| 4 | The Politics of Cultural Studies | Lawrence Grossberg | Routledge | 1991 |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 10 | |
| | H.A | 10 | 20 |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | SEM-IN-1 | 20 | |
| | SEM-IN-2 | 20 | 40 |
| | | | |
| | | | |
| | | | |
| End-Sem Summative | END SEM | 40 | 40 |
| | | | |
| | | | |

Journalism & Mass Communication > <(J&MC)>

| COURSE CODE | 23DHL5202 | MODE | R | LTPS | 4-0-2-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | Po Mapping |
|---|---|---|---|
| CO1 | To develop the fundamental concepts and theories of Journalism and Mass Communication. | 3 | 4 & 5 |
| CO2 | Analyse the role of media in society and its influence on public opinion. | 4 | 4 & 5 |
| CO3 | Examine the ethical and legal considerations in journalism and mass communication and analyse media content and its impact on society | 4 | 2 & 5 |
| CO4 | Apply effective writing and communication skills in journalistic contexts and role of journalism. | 3 | 3 & 5 |

Syllabus

| Module 1 | Introduction to Journalism and Mass Communication: History and evolution of journalism. Theories and models of mass communication. Role and functions of media in society |
|---|---|
| Module 2 | Media and Society: Media effects and influence. Media and democracy. Media and social change. |

| Module 3 | Media Ethics and Legal Considerations: Ethical principles in journalism. Media law and regulations. Press freedom and censorship |
|---|---|
| Module 4 | Writing and Communication Skills for Journalism: News writing and reporting. Feature writing. Interviewing techniques. Visual communication in journalism |
| Module 5 | Critical Analysis of Media Content: Media literacy and critical thinking, Media bias and stereotypes. Media representation and diversity |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Mass Communication: Living in a Media World | Ralph E. Hanson | 7th Edition, Cengage Learning | 2019 |
| 2 | Journalism Ethics: A Philosophical Approach | Christopher Meyers (Ed) | 2nd Edition, Oxford University Press | 2010 |
| 3 | Writing and Reporting News: A Coaching Method | Carole Rich | 9th Edition, Cengage Learning | 2015 |
| 4 | Media/Society: Industries, Images, and Audiences | David Croteau, William Hoynes, and Stefania Milan | 6th Edition, SAGE Publications | 2018 |
| 5 | The Elements of Journalism: What Newspeople Should Know and the Public Should Expect | Bill Kovach and Tom Rosenstiel | 3rd Edition, Crown Publishers | 2014 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Become a Journalist: Report the News! Specialization | Michigan State University | N | Online | Michigan State University | https://www.coursera.org/specializations/become-a-journalist |

**Evaluation Components:**

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM – 4 | 10 | |
| | Home Assignment & Text Book – 4 | 10 | 20 |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | Sem-in 1 | 20 | |
| | Sem-in 2 | 20 | 40 |
| | | | |

| | End Sem Exam | 40 | 40 |
|---|---|---|---|
| End-Sem Summative | | | |
| | | | |
| | | | |

## Applied Linguistics (AL)

| COURSE CODE | 23DHL5203 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop and apply basic linguistic concepts and theories at a foundational level. | 3 | 3 |
| CO2 | Analyze and evaluate language use in various contexts using intermediate-level linguistic concepts and theories. | 4 | 4 |
| CO3 | Evaluate and interpret language data using advanced linguistic concepts and theories. | 4 | 4 |
| CO4 | Apply advanced linguistic knowledge to solve complex language-related problems. | 4 | 4 |

Syllabus

| Module | Syllabus |
|---|---|
| Module 1: | Introduction to Applied Linguistics: Definition and scope of applied linguistics, Basic linguistic concepts and theories. Research methods in applied linguistics |
| Module 2: | Sociolinguistics and Language Variation: Social aspects of language use. Language variation and change. Language attitudes and ideologies |
| Module 3: | Discourse Analysis and Pragmatics: Discourse structures and coherence. Pragmatic aspects of language use. Speech acts and politeness |
| Module 4: | Language Policy and Planning: Language policy and language rights. Language planning and language-in-education policies. Multilingualism and language contact |

Reference Books:

| Book Sl No | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| Book 1: | "An Introduction to Applied Linguistics" | Norbert Schmitt | 4th | Routledge |
| Book 2: | "The Study of Language" | George Yule | 6th | Cambridge University Press |
| Book 3 | "Language and Linguistics: An Introduction" | John Lyons | 11th | Cambridge University Press |
| Book 4 | "Applied Linguistics and Language Teacher Education" | Nat Bartels and Michael Long | 1st | Routledge |
| Book 5 | "Second Language Learning Theories" | Rosamond Mitchell and Florence Myles | 3rd | Routledge |

Global Certifications:

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | Certificate in Applied Linguistics | University of Cambridge | Y | Written examination and practical assessment | Cambridge Assessment English | |
| 2 | TESOL Certification | TESOL International Association | Y | Written examination and practical assessment | TESOL International Association | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 10 | |
| | Quiz | 10 | 20 |
| | | | |
| In-Sem Summative | In-Sem 1 | 20 | |
| | In-Sem 2 | 20 | 40 |
| | | | |
| End-Sem Summative | End-Sem Exam (Paper Based) | 40 | 40 |

## Computational Linguistics (CL)

| COURSE CODE | 23DHL6102 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | Applied Linguistics |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Demonstrate understanding of the fundamental concepts of CL | 3 | 1 |
| CO2 | Apply NLP techniques for text preprocessing and analysis | 3 | 1 |
| CO3 | Apply language models and parsing techniques for linguistic analysis | 3 | 1 |
| CO4 | Evaluate machine translation and speech processing systems | 4 | 1 |

Syllabus

| Module | Syllabus |
|---|---|

| Module 1 | Introduction to Computational Linguistics, Overview of Computational Linguistics, Historical background and development of CL, Basic concepts and theories in Computational Linguistics, Applications of Computational Linguistics |
|---|---|
| Module 2 | Introduction to Natural Language Processing (NLP), Text preprocessing techniques: tokenization, stemming, lemmatization, Part-of-speech tagging, Named Entity Recognition (NER), Text classification and sentiment analysis, Introduction to machine learning for NLP |
| Module 3 | Statistical Language Modeling, n-gram models, Hidden Markov Models (HMM), Syntax and parsing techniques, Dependency parsing, Constituency parsing |
| Module 4 | Machine Translation (MT) systems and approaches, Rule-based, statistical, and neural machine translation, Evaluation metrics for MT, Introduction to Automatic Speech Recognition (ASR), Speech synthesis and Text-to-Speech (TTS) systems, Challenges in speech processing and applications in CL |

Reference Books:

| Sl No | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| 1 | "Foundations of Statistical Natural Language Processing" | Christopher D. Manning, Hinrich Schütze | 1st Edition | The MIT Press |
| 2 | "Speech and Language Processing" | Daniel Jurafsky, James H. Martin | 3rd Edition | Pearson Education |
| 3 | "Natural Language Processing with Python" | Steven Bird, Ewan Klein, Edward Loper | 1st Edition | O'Reilly Media |
| 4 | "Introduction to Automata Theory, Languages, and Computation" | John E. Hopcroft, Rajeev Motwani, Jeffrey D. Ullman | 3rd Edition | Pearson Education |
| 5 | "Statistical Machine Translation" | Philipp Koehn | 1st Edition | Cambridge University Press |

Global Certifications:

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | "Certified NLP Practitioner" | Association for NLP (ANLP) | Yes | Multiple Choice Questions (MCQs) | ANLP | Certified NLP Practitioner |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | "IBM Watson Natural Language Processing Certification" | IBM | Yes | Multiple Choice Questions (MCQs) | IBM | IBM Watson NLP Certification |
| 3 | "Google Cloud Natural Language Processing Specialization" | Google Cloud | Yes | Practical Projects, Quizzes | Coursera | Google Cloud NLP Certification |
| 4 | "Certified Data Science NLP Professional" | Data Science Council of America (DASCA) | Yes | Practical Projects, Written Exam | DASCA | Certified Data Science NLP Professional |
| 5 | "Certified Machine Learning Engineer (CML) - NLP" | International Institute of Information Technology (IIIT-B) | Yes | Practical Projects, Written Exam | IIIT-B | Certified Machine Learning Engineer (CML) - NLP |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 10 | |
| | Quiz | 10 | 20 |
| | | | |
| In-Sem Summative | In-Sem 1 | 20 | |
| | In-Sem 2 | 20 | 40 |
| | | | |
| End-Sem Summative | End-Sem Exam (Paper Based) | 40 | 40 |

Content Development for Digital Media > <(CDDM)>

| COURSE CODE | 23DHL6103 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | EWS |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Demonstrate the content for digital media platforms at a basic cognitive level | 3 | 5 |
| CO2 | Apply literary techniques to create engaging digital content at a moderate cognitive level (BTL 3). | 3 | 2, 3 & 5 |
| CO3 | Analyse and critique digital content at a higher-order cognitive level | 4 | 2 & 5 |
| CO4 | Evaluate and implement creative digital content strategies at a higher-order cognitive level & demonstrate ethical and responsible content development practices in the digital media landscape | 5 | 2 & 5 |

| CO5 | Create advanced-level digital content for specialized digital media contexts | 5 | 2 & 5 |
|---|---|---|---|

Syllabus

| Module 1 | Introduction to Digital Content Development:    Understanding digital media platforms and their relevance,        Evolution of content development in the digital age        Trends and best practices in digital content. |
|---|---|
| Module 2 | Content Strategy and Planning. Defining content goals and objectives aligned with literary themes and interests. Identifying target audiences and their prefere      Conducting content audits and competitor analysis with a focus on websites and blogs. Creating content calendars and editorial plans |
| Module 3 | Copywriting for Digital Media: Writing for the web: principles and techniques.    Creating compelling headlines and hooks. Crafting engaging social media posts.    Optimizing content for search engines (SEO) |
| Module 4 | Visual Design for Digital Media with a Literary Perspective: Principles of visual design and layout. Typography and colour theory. Image and video selection and optimization. Creating infographics and data visualizations |
| Module 5 | Multimedia Content Creation: Introduction to multimedia formats (images, videos, audio) and their application. Tools and techniques for multimedia production. Editing and post-production processes.   Copyright and fair use considerations |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Digital Content Creation | Hilary Marsh and Kevin P. Nichols | Wiley | |
| 2 | Content Strategy for the Web | Kristina Halvorson and Melissa Rach | New Riders. | 2012 |
| 3 | Writing and Editing for Digital Media | Brian Carroll | Routledge Taylor and Francis Group | 2020 |
| 4 | Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media | Timothy Garrand | Routledge | 2006 |
| 5 | Content Production for Digital Media: An Introduction | Jay Daniel Thompson and John Weldon | Springer | 2022 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |

| 1 | Google Ads Creative Certification | Google | N | MCQ | Google | https://skillshop.exceedlms.com/student/path/453973/activity/738039?confirm_disclaimer=true&id=453717 |

**Evaluation Components:**

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM – 4 | 10 | |
| | Home Assignment & Text Book – 4 | 10 | 20 |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | Sem-in 1 | 20 | |
| | Sem-in 2 | 20 | 40 |
| | | | |
| | | | |
| | | | |
| End-Sem Summative | End Sem Exam | 40 | 40 |
| | | | |
| | | | |

## PROFESSIONAL ELECTIVE 1:

## Communication for Digital Business (CDB)

| COURSE CODE | 23DHL5204 | MODE | R | LTPS | **2-0-2-0** | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop the multiple methods and modes of communication. | 3 | 2 |
| CO2 | Apply the smart content for effective and appropriate communication | 3 | 5 |
| CO3 | Apply the greater scope for projecting motivating and standard product cum services. | 3 | 6 |
| CO4 | Evaluate the power on demonstrating cum advertising trends across digital business. | 4 | 7 |
| CO5 | Illustrate actual pragmatics of media associated to business activities. | 4 | 7 |

Syllabus

| Module 1 | COMMNICATION- General definition of communication, communication process. Principles and scope of message formulation, diffusion of information. Strategies and communication channels with Principles of verbal and non-verbal communication. Thought groups & chunking, Communicating your message effectively. Creating rapport. Emphasis in speech Effectiveness of Purposes. Digital Communication: Definitions. **Digital communication Technology** Relevant Terminology like Spotify, **Airbnb, Cadbury** Worldwide Hide etc. |
|---|---|
| Module 2 | PRESENTATION AND DEMONSTRATION: Professionalism, Teamwork, Meetings, and Speaking Skill. Key elements of business presentations. Organizing and structuring a business presentation. Describing and Exploiting visuals. Fundamentals of Corporate Culture & Social Consciousness. Making transitions from one point to the other. Audience analysis, Narrowing a topic. Emphases and Rhetorical. |
| Module 3 | PRODUCTS AND SERVICES- Trends and policies products and services Facets of value of product in various social organisations. Strategic Planning, Choosing a Strategy for Alternative Management services. Negotiating and Retailing the product, Making Deals by enhancing the quality of services Marketing a new Product, the language of marketing and Public relations. |
| Module 4 | BUSINESS ENTERPRISES- Introduction to Business communications. Business Communication: A Comprehensive Discussion. Developing of Writing Skill. Systematisation of content creation and managing time of publishing materials relevant to Business Meeting Simulation. Trust and Belonging in Individual and Organizational Relationships. Workplace Communication. Electronic Media. Planning, generation of appropriate material for all multiple facets in business execution. Strategic Dialogic Communication Through Digital Media. |
| Module 5 | ROLE OF SOCIAL and MEDIA: Social and Media Communications. Social networks clients. Introducing the brand to social media and interactive dialogue with clients. Display Advertising in a digital version on social media platforms with emphases on—Analytics, Search engine optimization (SEO), Content creation, Newsletters, Message Selection, Effective E-mail, Instant Messages and Text Messages, Website Content, Blogs, Podcasting, Social Networks, Information and Media Sharing Sites, and Wiki |

Reference Books:

| Sl N | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Principles of Digital Communication | Robert G. Gallager | | 2007. |
| 2 | Fundamentals of Digital Communication | Upamanyu Madhow | University of California, Santa Barbara | 2008 |
| 3 | Essentials of Business Communication | Mary Elle Guffeyv& Danaloewy | Cengage learning | 2016 |

| 4 | Strategic Corporate Communication in the Digital Age | Mark Anthony Camilleri | University of Malta, Malta United Kingdom | 2021 |
|---|---|---|---|---|
| 5 | DIGITAL BUSINESS:Surviving and Thriving in an On-Line World | Ray Hammond | ©Ray Hammond | 1996 |
| 6 | Diploma in Business Administration | | The Association of Business Executives. William House • 14 Worple Road • Wimbledon • London • SW19 4DD • United Kingdom | |
| 7 | Business Communication for Success | | University of Minnesota Libraries Publishing | 2015 |
| 8 | A Practical Book of Business Communication | Dr. Mohammad Shahidul Islam | Md Marulful Hoque | 2020 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| S l N o | Title | Certification Provider | Procto red (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Digital Business Specialization | Coursera | Y | MCQs | Coursera | https://www.coursera.org/specializations/digital-business |
| 2 | Online Certificate in International Digital Business | ESCP BUSINESS SCHOOL | Y | MCQs | ESCP BUSINESS SCHOOL | https://escp.eu/programmes/open-programmes/certificate-international-digital-business |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Alm | 8 | |
| | Home Assignment And Text Book | 7 | |
| | Continuation Lab Evaluation | 7 | 22 |
| | | | |

| | | | |
|---|---|---|---|
| In-Sem Summative | Sem In Exam 1 | 15 | |
| | Sem In Exam 2 | 15 | |
| | Lab Insem | 08 | 38 |
| | | | |
| | | | |
| End-Sem Summative | End Sem Exam | 24 | |
| | Lab End Sem Exam | 16 | 40 |
| | | | 100 |

## Creative Writing (C W)

| COURSE CODE | 23DHL5205 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop basic concepts of art and craft of writing and using digital technology for creative writing | 3 | 6 |
| CO2 | Apply and perceive different genres of creative writing. | 3 | 5 |
| CO3 | Apply different elements of good writing for developing plot, character, setting and style in creative writing. | 4 | 7 |
| CO4 | Creating digital content for business and E- commerce. | 5 | 6 |
| CO5 | Illustrate digital platforms and elements of writing for developing creative writing skills in practical sessions. | 5 | 2 |

Syllabus

| Module 1 | Introduction to creative writing- Basic concepts- Inspiration and Imagination - Impact of digital technology on creative writing. |
|---|---|
| Module 2 | **The Art and Craft of Writing.**<br><br>Tropes- Figures- style, - Register-formal, informal usage- Varieties of English- Language and gender- Disordered language- Playing with words- Grammar and Word order- Tense and time- Grammatical differences- Practice. |
| Module 3 | **Modes of Creative Writing.**<br><br>**A) Poetry**<br><br>Definitions-functions of language – poetry and prose-shape, Form and technique-rhyme and rhythm -fixed Forms and free Verse- modes of poetry - lyrical, narrative, dramatic voices-Indian English poets- -verse for children- problems with writing poetry-writing poetry-Practice.<br><br>**B) Fiction** |

| | Fiction, Non-fiction -importance of history-literary and popular fiction-short Story and Novel – writing fiction for children – Children's Literature - Practice. **C) Drama** Drama- Plot and characterization-verbal and nonverbal elements-overview of Indian English theatre - styles of contemporary theatre - Writing for films-screenplay- children's theatre- Writing drama- Practice. |
|---|---|
| Module 4 | Creating digital content for business and e- commerce- Language and style- Using digital platforms- Practice. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Creative Writing: A Beginner's Manual | Anjana Neira Dev et al | Pearson Longman | 2009 |
| 2 | Elements of Literature: Essay, Fiction, Poetry, Drama, Film | Robert Scholes et al | OUP | 2007 |
| 3 | Write from the Heart: Unleashing the power of Your Creativity | Hal Zina Bennet | New World Library | 2001 |
| 4 | **Poetry**:1. Wordsworth: The Solitary Reaper2. Robert Browning: My Last Duchess3. Rudyard Kipling: If 4. Wole Soyanka: Telephone Conversation 5. Tagore: Where the Mind is Without Fear **Fiction**:1. Prem Chand: Resignation 2. Chinua Achebe: Marriage is a Private Affair3. Anton Chekov: The Grief **Drama**:1. The Merchant of Venice (The Trial Scene) by Shakespeare 2. Hayavadana (Act I) by Girish Karnad | Anthologies | - | - |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALMs | 08 | |
| | Home Assignment and Textbook | 07 | |
| | Lab Continuous Evaluation | 07 | 22 |
| | | | |
| | | | |
| In-Sem Summative | Sem in Exam 1 | 15 | |
| | Sem in Exam 2 | 15 | |
| | Lab in Sem Exam | 08 | 38 |
| | | | |
| | | | |
| End-Sem | End Sem Exam | 24 | |

| Summative | Lab End Sem | 16 | 40 |
|-----------|-------------|----|----|
|           |             |    |    |

## Art and Science of Public Speaking (ASPS)

| COURSE CODE | 23DHL5206 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | NIL |
|-------------|-----------|------|---|------|---------|---------------|-----|

**Course Outcomes:**

| Course Outcomes | CO Description | BTL | PO Mapping | |
|-----------------|----------------|-----|------------|---|
| CO1 | To develop the fundamental principles of public speaking. | 3 | 1 | |
| CO2 | Apply and organize engaging content for public speaking. | 3 | 2 | |
| CO3 | Analyse effective deliver speeches with appropriate body language and vocal variety. | 4 | 2 | |
| CO4 | Evaluate and provide constructive feedback on public speaking performances. | 5 | 1 | |
| CO5 | Apply visual aids and multimedia effectively in presentations. | 5 | 2 | |
| CO6 | Analyse public speaking anxiety and develop confidence. | 5 | 2 | |
| CO7 | Evaluate public speaking skills in various real-life and professional contexts. | 6 | 1 | |

| Course Syllabus | |
|-----------------|---|
| **Module** | **Syllabus** |
| Module 1: | Introduction to Public Speaking: Overview of Public Speaking: Importance and applications. Principles of Public Speaking: Ethics, audience analysis, speech purpose. Components of a Speech: Introduction, body, conclusion. Types of Speeches: Informative, persuasive, special occasion. |
| Module 2: | Content Development and Organization: Topic Selection: Choosing an engaging and relevant topic. Research: Gathering information and evidence. Organizing Content: Outlines, logical structure. Speech Writing: Language use, rhetorical devices, storytelling. |
| Module 3: | Delivery Techniques and Vocal Variety:  Non-Verbal Communication: Body language, gestures, facial expressions. Vocal Variety: Pitch, pace, volume, tone. Use of Notes and Prompters: Strategies for using notes effectively. Rehearsal Techniques: Practicing delivery and timing. |

| Module 4: | Use of Visual Aids and Multimedia: Visual Aids: Types, design principles. Use of Multimedia: Incorporating videos, audio, animations. Integrating Aids: Coordinating speech with visual aids. Handling Equipment: Managing technical issues. |
|---|---|
| Module 5: | Feedback, Anxiety Management, and Application: Giving and Receiving Feedback: Constructive criticism, self-assessment. Anxiety Management: Techniques to manage nerves and build confidence. Real-life Application: Public speaking in professional settings, events. Adaptation to Different Audiences: Customizing speeches for different audiences. |

**Reference Books:**

| S.No | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| 1 | The Art of Public Speaking | Stephen Lucas | 12th | McGraw Hill |
| 2 | Talk Like TED | Carmine Gallo | 1st | St. Martin's Griffin |
| 3 | The Quick and Easy Way to Effective Speaking | Dale Carnegie | Revised Edition | Vermilion |
| 4 | Steal the Show | Michael Port | 1st | Houghton Mifflin Harcourt |
| 5 | Made to Stick | Chip Heath, Dan Heath | 1st | Random House |

**Mapped Global Certifications:**

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | Effective Public Speaking | Alison | Y | Online Multiple Choice | Alison | https://alison.com/course/mastering-communication-and-public-speaking-skills |
| 2 | Communication Skills and Public Speaking | Coursera | Y | Online Course | Coursera | https://www.coursera.org/learn/public-speaking |

**Tools used in Practical / Skill:**

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| 1 | Microsoft PowerPoint | Business, Education | Commercial |
| 2 | Adobe Spark | Education, Design | Commercial (Free version available) |

| 3 | Audacity | Education, Audio Editing | Open Source |
|---|---|---|---|
| 4 | Zoom | Communication | Commercial (Free version available) |

**Evaluation Components:**

| Evaluation | Component | Weightage (%) | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 7 | |
| | Quiz | 8 | |
| | Practical Continuous Evaluation | 8 | 22 |
| In-Sem Summative | In-Sem 1 | 15 | |
| | In-Sem 2 | 15 | |
| | In-Sem Practical | 8 | 38 |
| End-Sem Summative | End-Sem Exam (Paper Based) | 20 | |
| | End-Sem Practical (Paper Based) | 20 | 40 |

**PROFESSIONAL ELECTIVE (PE) -II**

Translation and Globalization (TAG)

| COURSE CODE | **23DHL6104** | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop basic Critical concepts of translation as literary practice | 2 | 1 & 2 |
| CO2 | Understand basic Concepts of globalization and hybridization of cultures | 2 | 5 & 6 |
| CO3 | Analyse and apply the Socio-cultural transitions | 3 | 6 & 7 |
| CO4 | Analyse and apply the socio-cultural transformation | 4 | 6 & 7 |

Syllabus

| Module 1 | Translation: Terms and Concepts: Translation, Transliteration, Source Language Text and Target Language Text. A theory of Literary Translation and its Importance, Methods & procedures. Word to word & Structural Translation. The Cognitive Process of Translation Introduction to Literary Translation and Cultural Translation, Loss and Gain in Transaction, Creative & Free Translation, The Role of an Analytical Translator. Translation as a skill, and Multilingual Monitoring. |
|---|---|

| Module 2 | **From Translation to Globalization:** Globalisation as a field of study, Scope and characteristics, Globalisation in historical context. The development of international institutions with globalisation. Global cum Transnational implications of translation. Translation via politics of Globalization . Influences on Globalization- translation and diaspora.  Role of technology in Translation and Interpretation in an age of Globalization. Digital Globalization:  Media and Technology on Translation.  Impact of Modern Media and Technology on Translation |
|---|---|
| **Module 3** | Niccolò Machiavelli  *The Prince* (1513). My Name is Red Orhan Pamuk (1998) |
| Module 4 | Annie Ernaux *A Man's Place* (1983) trans. 1992 <br> Herta Müller The Passport (1986) Lalla Romano. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | The Art of Translation: Voices from the Field | Rossana Warren | Boston: Northeastern University Press. | 1989. |
| 2 | Contemporary Translation Theories , | L. Dinda | London: Routledge. | 1994 |
| 3 | The Translator's Invisibility: A History of Translation | Lawrence Venuti | Routledge Publication | 2008 |
| 4 | The Routledge Encyclopedia of Translation Studies | | Routledge Publication | 1984 |
| 5 | Cronin, M. *Translation and Globalization*, | M.  Cronin | London: Routledge | 2003 |
| 6 | Globalization and Culture. | J.Tomlinson, | Cambridge: Polity Press | 1999 |
| 7 | A Linguistic Theory of Translation: An Essay in Applied Linguistics | Andrew Chesterman | Oxford University Press. | 1989 |
| 8 | Globalization:The  Human Consequences | Z. Bauman, | Cambridge: Polity Press | 1998 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the | Exam Provider | URL of the Certification |
| 1 | Online Certificate in Professional Translation & Interpreting | University of Massachussets | Y | MCQs | College of Humanities and | https://www.umass.edu/llc/translation-interpreting/online-certificate |

| | | | | | MCQs | Peking University | https://www.coursera.org/learn/fanyi-ruanjian |
|---|---|---|---|---|---|---|---|
| | | | | | | Fine Arts | |
| 2 | Principles and Practice of Computer-Aided Translation | Cousera | | Y | MCQs | Peking University | https://www.coursera.org/learn/fanyi-ruanjian |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 10 | |
| | HOME ASSIGNMENT AND TEXT BOOK | 10 | |
| | | | 20 |
| | | | |
| | | | |
| In-Sem Summative | SEM IN EXAM 1 | 20 | |
| | SEM IN EXAM 2 | 20 | 40 |
| | | | |
| | | | |
| | | | |
| End-Sem Summative | END SEM EXAM | 40 | |
| | | | 40 |
| | | | |

Film &Television Adaptation of Literature > <(FTA)>

| COURSE CODE | 23DHL6105 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Develop Text Vs Screen | 3 | 1 |
| CO2 | Apply Film Adaptations and their implications | 3 | 7 |
| CO3 | Analyse television Adaptations | 3 | 6 |
| CO4 | Evaluate across times, languages, and cultures | 4 | 2 |
| CO5 | Illustrate Screenings | 4 | 3 |

Syllabus

| Module 1 | Narratology, Fiction and Film – Plot, Characterization, Point-of-View, Setting. Mise-en-scene; Cinematography; Montage, Film Genres. Basics of Adaptations – Fidelity, Faithful Adaptations, Loose Adaptations, Interpolations, Elisions. Essays:"Writing with Motion" from the book *Cinematography Theory and Practice. Image Making for Cinematographers and Directors.*"The Art of Montage – Sergei Eisenstein's The Battleship Potemkin" from the book |
|---|---|

| | |
|---|---|
| | *Closely Watched Films An Introduction to the Art of Narrative Film Technique* by Marilyn Fabe. |
| Module 2 | Introduction to Film Adaptation. Film Adaptations. <u>Fiction to Film :</u> Daphne du aurier The Birds. Alfred Hitchcock :The Birds.  Bibhutibhushan  Bandopadhyay:"Pather Panchali".Satyajit Ray . "Pather Panchali" <u>Stage to Film:</u> Tennessee Williams        A Streetcar Named Desire. Elia Kazan A Streetcar Named Desire. Henrick Ibsen. A Doll's House. Patrick Garland, A Doll's House. Essays: TIMOTHY CORRIGAN "Literature on screen, a history: in the gap" |
| Module 3 | Introduction to Television Adaptations: <u>Fiction to Television -</u> R. K. Narayan:Hero, A willing Slave, Nitya, and Iswaran. Shankar Nag Hero, A willing Slave, Nitya, and Iswaran. |
| Module 4 | Pride and Prejudice: Adaptations across Times, Languages, and Cultures. Sherlock Holmes, Devdas, Hamlet, David Copperfield. |
| Module 5 | 1. Visions of Light: The Art of Cinematography. Dirs: Arnold Glassman, Todd McCarthy, Stuart Samuels. 1993.<br>2. Hearts of Darkness: A Filmmaker's Apocalypse. Dir: Eleanor Coppola, Fax Bahr and George Hickenlooper, 1991.<br>3. The Handmaid's Tale. Season 1. 2017. Various directors. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | A theory of adaptation | Hutcheon, Linda | Taylor&Francis | 2006 |
| 2 | The classic novel: from page to screen | Giddings,   Robert, Sheen, Erica, | Manchester University Press, | 2000 |
| 3 | Novels into film | George Bluestone | University    of California Press | 1971 |
| 4 | Adaptations:  from  text  to  screen, screen to text | Deborah   Cartmell, Imelda Whelehan | Taylor & Francis | 2013 |
| 5 | Adaptation  revisited:  television  and the classic novel | Sarah Cardwell | Manchester University Press | 2002 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | International Film Studies Certificate | University of Kentucky | Yes | MCQs | College of Arts and Science, University | https://www.uky.edu/academics/underg |

| | | | | | of Kentucky | |
|---|---|---|---|---|---|---|
| 2 | Film, Images & Historical Interpretation in the 20th Century: The Camera Never Lies | Coursera | Yes | MCQs | University of London | https://www.coursera.org/learn/film-images |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 8 | |
| | CONTINUOUS LAB EVALUATION | 7 | |
| | HOME ASSIGNMENT AND TEXTBOOK | 7 | 22 |
| In-Sem Summative | SEM IN EXAM 1 | 15 | |
| | SEM IN EXAM 2 | 15 | |
| | LAB IN SEM | 8 | 38 |
| | END SEM EXAM | 24 | |
| End-Sem Summative | LAB END SEM EXAM | 16 | 40 |

## Society in Diaspora Literature (SDL)

| COURSE CODE | 23DHL6106 | MODE | R | LTPS | 3-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop the concept of Diasporic Literature | 3 | 1 |
| CO2 | Apply themes & implications of diasporic Literature | 3 | 7 |
| CO3 | Analyse various diasporic genres | 3 | 6 |
| CO4 | Evaluate diasporic literature | 4 | 2 |

Syllabus

| Module 1 | Introduction to diaspora literature- Definitions and features- Diasporic condition and Diasporic sensibility- Impact of cultural displacement- Nation and Identity- Changing natures of diasporic literature. |
|---|---|
| Module 2 | The Mimic Men by V.S. Naipaul.2. A Fine Balance by Rohinton Mistry |
| Module 3 | The Famished Road by Ben Okri. 2. Brick Lane by Monica Ali. |
| Module 4 | The Namesake by Jhumpa Lahiri. 2. Bye, Bye Blackbird by Anitha Desai |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | The Rout ledge Diaspora Reader | Stierstarfer,Klaus and Wilson, Janet Ed. | Rout ledge | 2017 |
| 2 | The Mimic Men | Naipaul,V.S | Picador | 2011 |
| 3 | A Fine Balance | Mistry, Rohinton | Faber& Faber | 2008 |
| 4 | The Famished Road | Okri, Ben | Vintage | 1992 |
| 5 | Brick Lane | Ali, Monica | Black Swan | 2004 |
| 6 | The Namesake | Lahiri, Jhumpa | Harper Collins | 2007 |
| 7 | Bye, Bye Blackbird | Desai, Anitha | Orient Publishing | 2005 |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALMs | 10 | |
| | Home Assignment | 10 | 20 |
| | | | |
| | | | |
| | | | |
| In-Sem Summative | Sem in Exam 1 | 20 | |
| | Sem in Exam 2 | 20 | 40 |
| | | | |
| | | | |
| | | | |
| End-Sem Summative | | 40 | 40 |
| | | | |
| | | | |

**PROFESSIONAL ELECTIVE -III**

The New Media Studies: NMS

| COURSE CODE | 23DHL6107 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Understand Communication Theories, Concepts and Process | 2 | 1 |
| CO2 | Apply the knowledge to interpret upcoming trends in Digital Media | 3 | 2,4 |
| CO3 | Evaluate the trends in emerging technologies | 4 | 1,6 |
| CO4 | Analyse social media marketing strategies | 4 | 1,2 |
| CO5 | Analyse a project report on successful marketing media channels | 5 | 3,5 |

Syllabus

| Module 1 | Communication Theories, Concepts and Process: Communication Theories.  Communication Models. Forms of Media and Communication.  Media Effects and Society. |
|---|---|
| Module 2 | Digital Media:  Introduction to the Digital Media.  Digital Media Characteristics. Internet as a Medium. Digital Audiences. |
| Module 3 | Emerging Technologies:  Artificial Intelligence, Augmented Reality.  Virtual Reality.  Entrepreneurship and Innovation. |
| Module 4 | Social Media Marketing:  Introduction to Social Media Marketing. Developing Your Personal Brand. Social Media Marketing Strategy.  Marketing with Facebook. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | The Digital Media Handbook (Media Practice) | Andrew Dewdney & Peter Ride | Routledge | 2005 |
| 2 | Research Methods and the New Media | Frederick Williams | Free Press | 2005 |
| 3 | Digital Broadcasting: An Introduction to New Media (Bloomsbury New Media Series) | Jo Pierson & Joke Bauwens | Berg Publishers | 2006 |
| 4 | The Everyday in Visual Culture: Slices of Lives | François Penz, Janina Schupp | Routledge | 2022 |
| 5 | Foundations of Global Communication: | Kai Hafez, Anne Grüne | Routledge | 2022 |

Global Certifications:

| Sl N | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provide | URL of the Certification |
|---|---|---|---|---|---|---|
| Mapped Global Certifications: | | | | | | |

| o | | | | r | |
|---|---|---|---|---|---|
| 1 | Digital Communication and Emotion (Coursera) | Coursera | N | MCOs | Course ra | https://www.mooc-list.com/course/digital-communication-and-emotion-coursera |
| 2 | Media Training Public Speaking Training for Candidates | Udemy | N | MCQs | | https://www.udemy.com/course/political-candidate-media-and-public-speaking-training/ |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 7 | |
| | Attendance | 8 | |
| | Home Assignment | 8 | 22 |
| | | | |
| | | | |
| In-Sem Summative | Sem-in1 | 15 | |
| | Sem-in2 | 15 | |
| | Sem I Practical | 8 | 38 |
| | | | |
| | | | |
| End-Sem Summative | End Sem Exam | 40 | 40 |
| | | | |
| | | | |

## English Language: Teaching and Practice (ELTP)

| COURSE CODE | 23DHL6108 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | | NIL | |
|---|---|---|---|---|---|---|---|---|---|
| **Course Outcomes:** | | | | | | | | | |

| Course Outcomes | CO Description | BTL | Po-PSO Mapping | |
|---|---|---|---|---|
| CO1 | Develop the principles and methods of English language teaching. | 2 | 1 | |
| CO2 | Apply lesson plans and teaching materials for English language instruction. | 3 | 1 | |
| CO3 | effective teaching strategies for various language skills. | 3 | 2 | |
| CO4 | Evaluate and assess English language learners' performance. | 4 | 1 | |
| CO5 | Analyse on teaching practice and engage in professional development. | 3 | 2 | |

| CO6 | Analyse technology and multimedia in English language teaching. | 3 | 1 | |
| CO7 | Illustrate diverse learners' needs and create an inclusive learning environment. | 4 | 2 | |

| Course Syllabus | |
|---|---|
| **Module** | **Syllabus** |
| Module 1: | Introduction to English Language Teaching (ELT): Overview of ELT: History and importance. Methods and Approaches in ELT: Grammar-translation, communicative language teaching, etc. Roles of an English Language Teacher. Basic Linguistics for Teachers. |
| Module 2: | Planning and Material Development:  Elements of a Lesson Plan. Designing Lesson Plans for Different Language Skills. Creating and Adapting Teaching Materials.  Textbook Evaluation and Selection |
| Module 3: | Teaching Language Skills:  Teaching Listening and Speaking. Teaching Reading. Teaching Writing. Integrating Grammar, Vocabulary, and Pronunciation. |
| Module 4: | Assessment and Evaluation:  Types of Assessment: Formative, summative, diagnostic. Designing Assessments and Rubrics. Providing Feedback to Students. Reflective Practice in ELT. |
| Module 5: | Technology Integration and Learner Diversity: Using Technology in ELT. Online Language Learning Platforms. Teaching Diverse Learner Groups. Differentiated Instruction Strategies. |

| Reference Books: | | | | |
|---|---|---|---|---|
| S.No | Title | Author(s) | Edition | Publisher |
| 1 | Techniques and Principles in Language Teaching | Diane Larsen-Freeman, Marti Anderson | 3rd | Oxford University Press |
| 2 | Practical English Language Teaching | David Nunan | 1st | McGraw Hill |
| 3 | The Practice of English Language Teaching | Jeremy Harmer | 5th | Pearson Longman |
| 4 | How Languages are | Patsy M. Lightbown, | 4th | Oxford University Press |

| | Learned | Nina Spada | | |
|---|---|---|---|---|
| 5 | Assessing English Language Learners: Bridges to Educational Equity | Margo Gottlieb | 2nd | Corwin |

| **Mapped Global Certifications:** | | | | | | |
|---|---|---|---|---|---|---|
| **Sl No** | **Title** | **Certification Provider** | **Proct ored (Y/N)** | **Format of the Exam** | **Exam Provider** | **URL of the Certification** |
| 1 | TESOL Certificate | TESOL International Association | Y | Online Course | TESOL | https://www.coursera.org/specializations/tesol |
| 2 | Cambridge CELTA | Cambridge Assessment English | Y | In-Person Course | Cambridge | https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/ |

**Tools used in Practical / Skill:**

| **Sl No** | **Tool Name** | **Parent Industry** | **Open Source/ Commercial** |
|---|---|---|---|
| 1 | Google Classroom | Education | Open Source |
| 2 | Quizlet | Education | Commercial (Free version available) |
| 3 | Kahoot! | Education | Commercial (Free version available) |
| 4 | Padlet | Education | Commercial (Free version available) |

**Evaluation Components:**

| **Evaluation** | **Component** | **Weightage (%)** | **Total** |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 7 | |
| | Quiz | 8 | |
| | Practical Continuous Evaluation | 8 | 22 |
| In-Sem Summative | In-Sem 1 | 15 | |
| | In-Sem 2 | 15 | |
| | In-Sem Practical | 8 | 38 |
| End-Sem Summative | End-Sem Practical (Paper Based) | 40 | 40 |

| COURSE CODE | 23DHL6109 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | To develop the concept of the major theoretical approaches used in critical communication studies. | 3 | 6& 7 |
| CO2 | Apply critical frameworks to evaluate media and communication practices. | 3 | 5&6 |
| CO3 | Analyze and critique the social, political, and cultural implications of different communication theories. | 4 | 7 |
| CO4 | Develop effective critical thinking and communication skills. | 4 | 1 |
| CO5 | Students will be able to use theoretical implications in practice in the practical classes. | 5 | 3 |

Syllabus

| Module 1 | Communication- Defining Communication Studies- Historical overview- Key concepts- Power, ideology, discourse, and representation- Importance of Communication Studies. |
|---|---|
| Module 2 | Approaches to Communication- Marxist- Feminist- Post-colonial (Globalization and Cultural Imperialism) - Critical Race Theory and Communication- Race, racism, and media representation- Post- Modernist |
| Module 3 | Technology and Society- Digital divide and social inequality- Media and Social Movements- Media activism and social change- The role of social media in protest movements- Alternative media and Citizen reporting. |
| Module 4 | Communication Ethics and Responsibility- Ethical implications of media and communication practices- Media accountability and responsibility- Media literacy and critical consumption- Future Directions in Critical Communication Studies- Emerging issues and challenges. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Media/Cultural Studies: Critical Approaches | Rhonda Hammer & Douglas Kellner | Peter Lang Publishers | 2009 |

| 2 | Communication Theory: Media, Technology, and Society | David Holmes | SAGE Pub Ltd | 2005 |
|---|---|---|---|---|
| 3 | Communication Theories: Origins, Methods, and Uses in the Mass Media" | Werner J. Severin and James W. Tankard Jr. | Pearson | 2000 |
| 4 | Communication Revolution: Critical Junctures and the Future of Media | Robert W. McChesney, | Word Press | 2009 |
| 5 | Media and Cultural Studies: Key works | Meenakshi Gigi Durham and Douglas Kellner , Ed. | Wiley- Blackwell | 2001 |

Global Certifications:

| Mapped Global Certifications: | | | | | | |
|---|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Mass Communication and society | University of Pittsburg | y | MCQs | University of Pittsburg | Program: Communication Certificate - University of Pittsburgh - Acalog ACMS™ |
| 2 | Certificate in Digital Communication and Media | Lee Caplin School of Journalism & Media | y | MCQs | Lee Caplin School of Journalism & Media | Certificates - Lee Caplin School of Journalism & Media (fiu.edu) |

Tools used in Practical / Skill:

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| 1 | NA | | |
| 2 | | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALMs | 8 | |
| | Home Assignment and Text Book | 7 | |
| | Continuous Lab Evaluation | 7 | 22 |
| | | | |
| | | | |
| In-Sem Summative | Sem in Exam 1 | 15 | |
| | Sem in Exam 2 | 15 | |
| | Lab in Sem | 08 | 38 |
| | | | |

| | | | |
|---|---|---|---|
| | | | |
| End-Sem Summative | End Sem Exam | 24 | |
| | Lab End Sem Exam | 16 | 40 |
| | | | |

## MEDIA ETHICS (ME)

| COURSE CODE | 23DHL6110 | MODE | R | LTPS | 4-0-0-0 | PRE-REQUISITE | MFS |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Develop the Origin of Media Studies | 3 | PO5, 6 |
| CO2 | Apply Basic Concepts of Media Studies | 3 | PO5,6 |
| CO3 | Analyse Media Studies and Ethical Considerations | 4 | PO5,6 |
| CO4 | Illustrate contemporary Scenario in Media and Ethics | 3 | PO5,6 |

Syllabus

| Module 1 | History of media. The emergence of the radio. Television and other digital components. . the resurgence of the www or world wide web. F media and social media, E. Amifications. |
|---|---|
| Module 2 | Media and television: intersections. journalism and media, media and new, reporting, fake news and channels, media and theory: theoretical, ramifications. |
| Module 3 | Ethics and its meaning, ethics and media, commercial considerations and media, Government regulations vis-à-vis media. |
| Module 4 | Media and news channels in India and abroad. the hierarchy in media and reporting. media and its relationship with the corporate world. media and politics, media and law making, visceral media. |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Media Ethics: A Guide for Professional Conduct | Fred Brown | Society of Professional Journalists | 2020. |
| 2 | Media Ethics: A Philosophical Approach | K. Matthew | Greenwood Publishing Group | 1997 |

Global Certifications:

| Mapped Global Certifications: | | | | | |
|---|---|---|---|---|---|
| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
| 1 | Media Ethics and Governance | University of Amsterdam | N | Online | University of Amsterdam | https://www.coursera.org/learn/media-ethics-governance |

Tools used in Practical / Skill:

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| 1 | NA | | |
| 2 | | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Quiz | 10 | |
| | Project continuous evaluation | 10 | |
| | | | 20 |
| | | | |
| | | | |
| In-Sem Summative | Sem in 1 | | |
| | Sem in 2 | 20 | |
| | | 20 | 40 |
| | | | |
| | | | |
| End-Sem Summative | Closed book/paper based exam | 40 | 40 |
| | | | |
| | | | |

Critical Reasoning, Writing And Practice (CRWP)

| COURSE CODE | 23DHL6111 | MODE | R | LTPS | 2-0-2-0 | PRE-REQUISITE | | |
|---|---|---|---|---|---|---|---|---|
| **CO#** | **CO Description** | | | | | | **BTL** | **POs** |
| **CO1** | To develop the basics of critical reasoning and effective writing. | | | | | | 3 | 6 |
| **CO2** | Apply critical reasoning in constructing logical arguments. | | | | | | 3 | 5 |
| **CO3** | Analyse texts and scenarios critically and develop written responses. | | | | | | 4 | 3 |
| **CO4** | Evaluate arguments and written content for validity and coherence. | | | | | | 5 | 7 |
| **CO5** | Create sophisticated written content with advanced reasoning. | | | | | | 6 | 6 |
| **CO6** | Apply critical reasoning in real-life situations/projects. | | | | | | 3 | 5 |
| **CO7** | Illustrate independent research skills in critical reasoning & | | | | | | 5 | 3 |

| | writing. | | |
|---|---|---|---|

| Course Syllabus | |
|---|---|
| **Module** | **Syllabus** |
| **Module 1:** | Introduction to Critical Reasoning and Logical Arguments<br>Overview of Critical Reasoning: Definition and importance.<br>Types of Reasoning: Deductive, Inductive, and Abductive reasoning.<br>Logical Arguments: Structure of arguments, premises, conclusions.<br>Common Logical Fallacies: Ad hominem, slippery slope, hasty generalization.<br>Basic Concepts in Logic: Propositions, truth tables, logical operators.<br>Introduction to Syllogisms: Categorical syllogisms, hypothetical syllogisms. |
| **Module 2:** | Analyzing Texts and Constructing Logical Arguments<br>Text Analysis: Understanding context, identifying claims, evidence, assumptions.<br>Argument Analysis: Identifying premises and conclusions, evaluating the strength of an argument. Argument Construction: Building logical and coherent arguments.<br>Evidence and Support: Using evidence effectively to support claims.<br>Refuting Arguments: Strategies for refuting an argument and counter-argument.<br>Introduction to Rhetorical Analysis: Ethos, pathos, logos. |
| **Module 3:** | Module 3: Evaluating Arguments and Advanced Critical Reasoning<br>Critical Evaluation: Assessing the validity and soundness of arguments.<br>Logical Consistency and Contradictions: Understanding logical consistency, internal contradictions.<br>Bias and Assumptions: Recognizing and assessing bias and underlying assumptions.<br>Advanced Logical Concepts: Logical equivalence, logical implication, quantifiers.<br>Scientific Reasoning: Understanding the scientific method, hypothesis testing.<br>Critical Reading: Strategies for critical reading and thinking. |
| **Module 4:** | Practical Application and Independent Research<br>Applying Critical Reasoning: Practical applications in daily life, academics, and professional contexts. Problem-Solving: Applying critical reasoning to solve complex problems.<br>Research Skills: Formulating research questions, literature review, data collection.<br>Academic Writing: Structure, clarity, coherence, citation styles.<br>Conducting a Critical Analysis: Critical analysis of texts, articles, research papers.<br>Presenting Arguments: Oral and written presentation skills, responding to critiques. |
| **Module 5:** | Advanced Project-Based Learning (Only for advanced)<br>Project Planning: Defining scope, setting objectives, gathering resources.<br>Applying Critical Reasoning in Projects: Critical analysis and problem-solving within the project. Collaboration and Teamwork: Strategies for effective collaboration in project settings.Advanced Written Content: Developing advanced written content, incorporating sophisticated reasoning. Project Presentation: Presenting project outcomes, defending methodology and conclusions. Reflection and Assessment: Reflecting on the learning process, assessing project outcomes, and personal development.Note that Module 5 is meant for advanced students who are looking to apply the concepts at a higher level, particularly in a project-based setting. |

**Reference Books:**

| S. No | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| 1 | Critical Thinking | Brooke Noel Moore, Richard Parker | 12th | McGraw Hill |
| 2 | The Elements of Style | William Strunk Jr., E.B. White | 4th | Allyn & Bacon |
| 3 | Thinking, Fast and Slow | Daniel Kahneman | 1st | Farrar, Straus and Giroux |
| 4 | Asking the Right Questions | M. Neil Browne, Stuart M. Keeley | 11th | Pearson |
| 5 | A Rulebook for Arguments | Anthony Weston | 4th | Hackett Publishing Company |

**Mapped Global Certifications:**

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | Critical Thinking and Problem Solving | The Critical Thinking Co. | Y | Online Multiple Choice | The Critical Thinking Co. | https://www.criticalthinking.com/critical-thinker-quiz |
| 2 | Pearson Edexcel Critical Thinking | Pearson | Y | Online Multiple Choice | Pearson | https://qualifications.pearson.com/en/qualifications/edexcel-core-skills/problem-solving.html |

**Tools used in Practical / Skill:**

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| 1 | Toulmin Model Templates | Education | Open Source |
| 2 | Logisim (for Truth Tables) | Education, Computer Science | Open Source |
| 3 | Google Scholar (for Research Skills) | Education, Research | Open Source |
| 4 | Grammarly | Education, Writing | Commercial (Free version available) |
| 5 | Microsoft Excel | Business, Education | Commercial |
| 6 | Turnitin (for Academic Writing) | Education | Commercial |
| 7 | MindMeister (for Project Planning) | Business, Education | Commercial (Free version available) |
| 8 | Google Slides | Business, Education | Open Source |
| 9 | Syllogism Solver | Education, Logic | Open Source |

| | Online | | |
|---|---|---|---|
| 10 | CriticMarkup (for Critical Analysis) | Education, Writing | Open Source |

**Evaluation Components:**

| Evaluation | Component | Weightage (%) | Total |
|---|---|---|---|
| In-Sem Formative | Home Assignment | 7 | |
| | Quiz | 8 | |
| | Practical Continuous Evaluation | 8 | 22 |
| In-Sem Summative | In-Sem 1 | 15 | |
| | In-Sem 2 | 15 | |
| | In-Sem Practical | 8 | 38 |
| End-Sem Summative | End-Sem Exam (Paper Based) | | 40 |

## Gender Representation in Digital Literature (GRDL)

## Course Outcomes

| COURSE CODE | 23DHL6112 | MODE-regular | R | LTPS | 4-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

:

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Develop to Gender Representation in Digital Literature | 2 | 2 |
| CO2 | Apply Gender and the Future of Digital Literature | 4 | 3 |
| CO3 | Analyse Gender and social media | 4 | 3 |
| CO4 | Illustrate sGender and Narrative | 5 | 4 |

**Syllabus:**

| Module 1 | History of electronic literature<br>List of electronic literature authors, critics, and works<br>a)What is it? b) "afternoon, a story"<br>Hypertext fiction-"I Have Said Nothing" by J. Yellowlees Douglas |
|---|---|
| Module 2 | Mónica Grau-Sarabia & Mayo Fuster-Morell -gender approaches in the study of the digital economy: a systematic literature review<br>Wendy Faulkner - The technology question in feminism: A view from feminist technology studies<br>Susanna Paasonen  - From Cybernation to Feminization: Firestone and Cyberfeminism |
| Module 3 | Twitterature-What is Twitterature? An Introduction to the Genre<br>Generators - Nick Monfort's "Taroko Gorge".<br>Video Poetry- "We Keep Searching," "So ….Is it Literature?" |

| Module 4 | Electric Lit - Meachan Mullholland- How Reading " The Secret Garden" With my Daughter Reframed what it Means to Live Forever<br>Nancy Reddy - Making Space for Doing Nothing Helps My Artistic Practice<br>How India's Ancient Myths are being re written |
|---|---|

**Reference books:**

| S. No | Title | Author(s) | Edition | Publisher |
|---|---|---|---|---|
| 1 | Electronic Literature: New Horizons for the Literary | N. Katherine Hayles | 1st | University of Notre Dame Press |
| 2 | Writing Machines | N. Katherine Hayles | 1st | The MIT Press |
| 3 | The New Media Reader | Noah Wardrip-Fruin and Nick Montfort | 1st | The MIT Press |
| 4 | Patchwork Girl | Shelley Jackson | 1st | Eastgate Systems |
| 5 | Cybertext: Perspectives on Ergodic Literature | Espen J. Aarseth | 1st | The Johns Hopkins University Press |

**Mapped Global Certifications:**

| Sl No | Title | Certification Provider | Proctored (Y/N) | Format of the Exam | Exam Provider | URL of the Certification |
|---|---|---|---|---|---|---|
| 1 | Gender Representatio in Media | Future Learn,University of Strathclude, Glasgow | y | online | University of Strathclude, Glasgow | https://www.futurelearn.com/courses/gender-and-the-media |
| 2 | Gender, Sexuality, and Women's Studies | University of Pitsburgh | y | Online | University of Pitsburgh | https://www.cgs.pitt.edu/gsws-certificate |

**Tools used in Practical / Skill:**

| N.A | | | |
|---|---|---|---|
| | | | |
| | | | |

**Evaluation Components:**

| Evaluation | Evaluation | Evaluation | Evaluation |
|---|---|---|---|
| | | | |

| | | | | |
|---|---|---|---|---|
| | ALM | 10 | | |
| In-Sem Formative | HOME ASSIGNMENT | 10 | | 20 |
| In-Sem Summative | IN SEM 1 | 20 | | 40 |
| | IN SEM 2 | 20 | | |
| End-Sem Summative | End-Sem Summative | 40 | | 40 |

<br>

OPEN ELECTIVES/Foreign Languages

FRENCH LANGUAGE (FLG)

| COURSE CODE | 22FL3054 | MODE | R | LTPS | 2-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Acquire a working knowledge of the basic elements of the French language viz. letters, vowels, accents, articles, useful expressions, etc. | 2 | PO10 |
| CO2 | Frame questions and respond in the affirmative or negative with être and avoir and form plurals | 3 | PO10 |
| CO3 | Understand and apply the adjectives and essential verbs. | 3 | PO10 |
| CO4 | Comprehend and use in speech, vocabulary, reading, questions and answers on passages pertaining to monuments of France | 3 | PO10 |

Syllabus

| Module 1 | L'Alphabet et les Voyelles, Les Accents, <br><br> Les Noms, Le Pluriel, <br><br> Les Articles Indéfinis, Les Articles Définis, <br><br> Les Expressions Utiles, |
|---|---|

| | |
|---|---|
| | Les Nombres Cardinaux, Les Nombres Ordinaux, Les Jours de la Semaine, Les Mois de l'Année, |
| Module 2 | Le temps (Quelle heure est-il ?) Les Pronoms Personnels (Sujets), L'Interrogatif, Le Négatif, Le Verbe Être – Forme Affirmatif, Forme Interrogatif, Le Verbe Avoir – Forme Affirmatif, Forme Interrogatif, Les Prépositions. |
| Module 3 | Les Articles Contractés, Les Adjectifs Qualificatifs, Les Adjectifs Possessifs, Les Adjectifs Démonstratifs, Les Verbes de Premier Groupe, Deuxième groupe, Troisième groupe Les Verbes Irréguliers. |
| Module 4 | Les animaux Les pays et les nationalités Les parties du corps Le Futur proche. |

| | Le passe recent |
| | La famille |
| | Présentez-vous ? |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Le Nouvel Esprit, Méthode de Français, | Meenal Tiwari | Langers international private limited | 2016 |
| 2 | Cours de Langue et de Civilisation Françaises, Tome Un | G.Mauger Blue | publié par Hachette. | 2011 |
| 3 | Dondo Modern French Course écrit par Mathurin Dondo, Publié par OUP. | Mathurin marius Dondo | Oxford | 1997 |
| 4 | Grammaire progressive du Francais | Maia Gregoire | CLE international | 2020 |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 10 | 20 |
| | Home Assignment and text book | 10 | |
| In-Sem Summative | Semester in Exam-I | 20 | 40 |
| | Semester in Exam-II | 20 | |
| End-Sem Summative | End semester Exam | 40 | 40 |

### GERMAN LANGAUGE (GLG)

| COURSE CODE | 22FL3055 | MODE | R | LTPS | 2-0-0-0 | PRE-REQUISITE | NIL |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Understand the German language Basic Proficiency: Students will develop and apply a solid foundation in German, allowing them to introduce themselves, engage in basic conversations, and | 3 | PO10 |

| CO2 | Determine the German Vocabulary and Grammar: Students will learn essential vocabulary and grasp German grammar rules, enabling them to construct simple sentences accurately. | 3 | PO10 |
|-----|---|---|---|
| CO3 | Comprehesive Reading and Listening practices: Students will comprehend basic written and spoken German, understanding short texts, signs, and following straightforward conversations. | 3 | PO10 |
| CO4 | Examining and interpreting the German Cultural Awareness: Students will gain insights into German-speaking countries' culture, enhancing their ability to communicate respectfully and appreciate the customs and traditions. | 3 | PO10 |

Syllabus

| Module 1 | Begrüssing – Alfabets-die Zahlen- die Addition-die Subtraktion-die Division-dieMultiplikation - Personal Pronomen - sein form - haben form - der Infinitiv - konjugationimPräsens |
|-----|---|
| Module 2 | DieArtekel– bestimmter Artikel – unbestimmter Artikel – Verneinung – KonjugationimPerfekt..Partizip II -Future |
| Module 3 | Präpositionen – W-Frage - possessivPronomen - deutsche 4 Fälle – wohnen – die Familie |
| Module 4 | Orientierung - Farben – Wochen,Monaten, Jahren, Jahreszeiten, - Einkaufen, Urlaub machen, sport, Gesundheit |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|-------|-------|-----------|-----------|------|
| 1 | Studio d A1, Deutsch als Fremdsprache | Cornelsen/Goyal SaaB | GoylPublishers and Distributors(P) Ltd. New Delhi 110007 | 2004 |
| 2 | Netzwerk for A1, | Stefanie Dengler Paul Rusch Helen Schmitz Tamka Siener | GoylPublishers and Distributors(P) Ltd. New Delhi 110007 | 2018 |
| 3 | Deutsch ganz leicht A1, A German selfstudy course for beginners | Huebner | GoylPublishers and Distributors(P) Ltd. New Delhi 110007 | 2018 |
| 4 | Collins, easy learning German Grammar & Practice | collins | Collins | 2014 |

Global Certifications:

Tools used in Practical / Skill:

| Sl No | Tool Name | Parent Industry | Open Source/ Commercial |
|---|---|---|---|
| | NA | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | ALM | 10 | 20 |
| | Home Assignment and text book | 10 | |
| In-Sem Summative | Semester in Exam-I | 20 | 40 |
| | Semester in Exam-II | 20 | |
| End-Sem Summative | End semester Exam | 40 | 40 |

## Project Courses

## Essentials of Research Design (ERD)

| COURSE CODE | **23IE5201** | MODE | R | LTPS | 1-1-0-0 | PRE-REQUISITE | Nil |
|---|---|---|---|---|---|---|---|

**Course Outcomes**

| CO# | CO Description | BTL | PO Mapping |
|---|---|---|---|
| CO1 | Illustrate Research objects, steps involved in research and articulate appropriate Research Questions | 3 | PO1 |
| CO2 | Perform Literature Review in a Scholarly style and apply appropriate methods for Data collection | 3 | PO2 |
| CO3 | Represent the data in tabular/Graphical form and prepare data for analysis | 3 | PO2 |
| CO4 | Perform statistical modelling and analysis to optimize the data, prepare the data for publishing. | 4 | PO2 |

Syllabus

| Module 1 | Definition and objectives of Research-Types of research, Various Steps in Research process, Applied Mathematical tools for analysis, developing a research question- Choice of a problem, Literature review, Surveying, Synthesizing, critical analysis, reading materials, reviewing, rethinking, critical evaluation, interpretation, Research Purposes, Ethics in research – APA Ethics code. |
|---|---|
| Module 2 | Literature Review (LR)-Meaning and its Types-Narrative and Systematic, LR using Web of Science, Google and Google Scholar, Citations-Types, referencing in academic writing, Citation vs Referencing Vs Bibliography, Citation tools- Zotero, Qualitative Research and its methods, Quantitative Research, and its Methods. Data Collection-Primary data collection using Questionnaire, Google forms, survey monkey, Testing the validity and Reliability of Questionnaire using Factor Analysis and Cronbach's Alpha respectively, Secondary data-sources. |
| Module 3 | Diagrammatic and graphical presentation of data: Diagrams and Graphs of frequency data of one variable- histogram, barcharts-simple, sub-divided and multiple; line charts, Diagrams and Graphs of frequency data of two variables -scatter plot, preparing data for analysis. Concepts of Correlation and Regression, Fundamentals of Time Series Analysis and Error Analysis. |
| Module 4 | Analyzing data using one-dimensional statistics, two-dimensional statistics and multidimensional statistics. Technical Writing and Publishing, Conference presentations, Poster Presentations, Plagiarism-check and tools, Self-Plagiarism. Structure and Components of Research Report, Types of Report, Layout of Research Report, Mechanism of writing a research report, Design Thinking for Contextualized Problem-Solving and Empathetic Research |

Reference Books:

| Sl No | Title | Author(s) | Publisher | Year |
|---|---|---|---|---|
| 1 | Research Methods for Engineers | C.R. Kothari | | |
| 2 | Engineering Research Methodology | y Krishnan Nallaperumal | | |
| 3 | Engineering Research Methodology -A Practical Insight for Researchers | Dipankar Deb and Balas | | |

Evaluation Components:

| Evaluation | Component | Weightage | Total |
|---|---|---|---|
| In-Sem Formative | Active Learning | 8 | 8 |
| | Home Assignments | 8 | 8 |
| | Tutorial Continuous Evaluation | 8 | 8 |
| | | | |
| | | | |
| In-Sem Summative | In-Sem 1 | 18 | 18 |
| | In-Sem 2 | 18 | 18 |
| | | | |
| | | | |
| End-Sem Summative | | 40 | 40 |
| | | | |
| | | | |