

SHSB1102	GENERAL ENGLISH I	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To provide opportunities for students to read and respond to representations of current issues
- To prepare the students to effectively communicate by applying reflective thinking practices
- To provide an opportunity to the students to improve their vocabulary.
- To create and apply lateral and critical thinking.

UNIT 1**9 Hrs.**

Listening to identify vocabularies- Self Introduction - Developing dialogue between characters -Talking about neighbours, family members, likes and dislikes, Reading Comprehension strategies- Parts of Speech- Kinds of Sentences Connectives and Discourse markers - Rearranging the Jumbled sentences, E-Mail Writing.

UNIT 2**9 Hrs.**

Listening for Inference- Just a Minute speech- Types of words- Compound words, abbreviations and acronyms, Word Association- Tenses and its Types- Voice- Impersonal Passive- Rules of Passive voice formation - Transcoding - Encoding and Decoding- Bar chart, Pie Chart

UNIT 3**9 Hrs.**

Listening to telephonic talk to fill blanks- Giving information- travel, hotel booking, making enquiries about availability of seats for admission, asking about courses - Question Tags – Open ended and Close ended questions, Concord, Single - Line Definition - Note Making - Preparing checklists

UNIT 4**9 Hrs.**

Listening to summarise the information- Reading and identifying the topic sentence, - Editing - Punctuation- Error Corrections, If 'Conditionals, Idioms & Phrases, Instructions & Recommendations – Drafting a brochure/Advertisement.

UNIT 5**9 Hrs.**

Listening to Movie reviews and book reviews, Listening and summarizing- Giving impromptu talks - Reading and Summarizing -Types of words- Homonyms, Homophones, eponyms, acronyms- Writing a Paragraph, Descriptive Essay, Dialogue Writing.

COURSE OUTCOMES

On the completion of the course, the student will be able to

- CO1** - Remember knowledge of linking words related to both spoken and written discourse
- CO2** - Understand collocations, words to express one's point of view in both writing and speaking
- CO3** - Apply the rules for writing compare and contrast paragraphs by using cohesive devices based on prompts given
- CO4** - Analyse critical thinking skills by framing questions related to elements of reasoning
- CO5** - Evaluate written pieces to self-correct in the topic areas of verbs, reported speech, and punctuation
- CO6** - Equip the students with the required Professional Skills

TEXT / REFERENCE BOOKS

1. Sen S, Mahendra et al. (2015) Communication and Language Skills. Foundation books. Chennai
2. Strunk, William Jr., and E.B. White. The Elements of Style. Allyn and Bacon, 2000.
3. Murphy, Raymond. English Grammar in Use. Cambridge University Press, 2012.
4. Thomson, A.J., and A.V. Martinet. A Practical English Grammar. Oxford University Press, 1986.
5. Straus, Jane. The Blue Book of Grammar and Punctuation. John Wiley & Sons, 2014.
6. O'Conner, Patricia T. Woe is I: The Grammaphobe's Guide to Better English in Plain English. Riverhead Books, 2019.

SHSB1105	SOCIAL HISTORY OF ENGLAND	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce the students to the literature of the period
- To highlight the close link between the literature and the social background in which the writers lived by
- To study the historical, political, economic, social and cultural backgrounds
- To equip the students to have direct impact of Social History of England

UNIT 1**9 Hrs.**

The Renaissance- The Reformation and the Dissolution of Monasteries- The Religion of England

UNIT 2**9 Hrs.**

The Tudor Navy and the Armada- Queen Elizabeth I era- Elizabethan theatre – The East India Company- Colonial Expansion- Civil War- Puritanism- Restoration England

UNIT 3**9 Hrs.**

The origin and Growth of Political Parties in England- Age of Queen Anne- Coffee Houses – The union of England and Scotland

UNIT 4**9 Hrs.**

The Agrarian Revolution- The Industrial Revolution- The Methodist Movement- Other Humanitarian Movement

UNIT 5**9 Hrs.**

The Effects of the French Revolution- The Reform Bills- The Victorian Age- The World Wars and Social Security

and Trade Unionism in England.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Define the social history of England from a political perspective at the conclusion of the course.
- CO2** - Analyse literary and artistic works in relation to their historical, geographic, and cultural settings.
- CO3** - Recognize key developments in English social history and the coloniser's view on colonies.
- CO4** - Examine the key concepts, principles, and themes found in literary and cultural writings of different genres.
- CO5** - Measure the societal impact on writers and in literary texts.
- CO6** - Analyse the religious development and changes as a political tool.

TEXT / REFERENCE BOOKS

1. Carter & Mears, *A History of England*, Oxford: Clarendon, 1937
2. Ford, Boris, ed. *A Guide to English Literature*, Vol.I, London: Cassell, 1954
3. Ford, Boris, ed. *A Guide to English Literature*, Vol.III, London: Cassell, 1962
4. Rickett, Compton. *A History of English Literature*. London: Thomas Nelson, 1964
5. *The College Survey of English Literature*. Vol. I & II, New York: Harcourt, Brace & World, 1942

SHSB1106	LITERARY FORMS	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To provide the opportunity to gain knowledge on the formal and technical elements of literature
- To help the students to analyse and interpret the literary texts.
- To enhance the learners in knowing the various forms of literature.
- To make learners aware of the forms and content of language.

UNIT 1 POETRY 9 Hrs.

Nature and Elements of Poetry – Definitions; Classifications of Poetry - Subjective Objective.

Stanza Forms: Couplet-Tercet, Quatrain- Terza Rima, Spencerian stanza -Rime Royal

Meter: Iambic Pentameter- The Heroic Couplet- The Blank Verse -Free verse

Stanza forms: - The Spenserian Stanza- Terza Rima

Types of Poetry: Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elegy– Sonnet

UNIT 2 POETIC DEVICES 9 Hrs.

Types of Verse – Figures of Speech- Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Hyperbole– Oxymoron – Allegory –Allusion – Irony

UNIT 3 PROSE 9 Hrs.

The Essay, Short Story, Literary Criticism. Types of Prose and Prose Style: Autobiography/Biography, Formal Essay, Essay – Aphoristic, Personal, Critical, Periodical Literary Journalism.

UNIT 4 DRAMA 9 Hrs.

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

UNIT 5 FICTION 9 Hrs.

Elements of Fiction –Scientific Fiction, Detective Fiction-The Stream of Consciousness novel- Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction – Detective – Social and Proletarian – Petrofiction - Climate Change Fiction - “cli-fi”

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Define main genres of literature based on readings specified in the course.
- CO2 - Explain the process and origin of the development of drama in its structure.
- CO3 - Identify the poetic devices to the connection of poems
- CO4 - Analyze the evolution of English Literature and the evolution of its popular genres
- CO5 - Interpret the variety of literary forms closely in terms of style, figurative language.
- CO6 - Evaluate the various types of novel with its structure.

PRESCRIBED TEXT

A Glossary of Literary Terms – M.H. Abrams – Macmillan Publishers India Ltd

TEXT / REFERENCE BOOKS

1. Abrams, M H., Harpham , Geoffrey Galt : A Glossary of Literary Terms. Heinle; 9th ed (1 March 2008)
2. W.H.Hudson : Introduction to the study of English
3. Rees, R J. English Literature: An Introduction for Foreign Readers. London: Macmillan, 1973
4. Prasad B. An Introduction to English Criticism Paperback – 1 January 2014.
5. Imre Szeman, Adam Carlson and Sheena Wilson, 'Introduction: On Petrocultures, Or, Why we need to understand oil to understand everything else', in Petrocultures: Oil, Politics, Culture, McGill- Queens University Press (2017)

SBSB2102	BASIC COMPUTING LAB (PHYSICS, CHEMISTRY, MATHS, ENGLISH, PSYCHOLOGY)	L	T	P	EL	Credits	Total Marks
		0	0	4	0	2	100

COURSE OBJECTIVES

- This module aims to introduce students to some of the key concepts of computer technologies in order to highlight the importance and power of abstraction within Computer Science. Students will also be introduced to computer hardware systems.

AIM:

- Equip students with the fundamental knowledge of computer technologies.
- Provide an understanding of the role of computation can play in solving problems.
- Develop the student's understanding of the basic concepts of computer-oriented programming and how to test their programs in using an integrated approach.
- Engage learning core concepts through a hands-on practical approach to enable students to apply their skills to different scenarios.

a. WORD PROCESSING

1. Change the layout of the page as given below.
Page size:A4 (8.27" x 11.69")
Page orientation: Landscape
2. Change the page margins as follows:
Top: 1.25"
Bottom: 1.25"
Right: 1.25"
Left: 1.25"
3. Create drop cap for first paragraph. Drop it 2 lines down with 'Algerian' font and there should be 0.4" space between dropped character and paragraph.
4. Present second paragraph in three columns with a line between each columns. The first and third columns will be 1" wide and the second column is 4"
5. Apply graycolor background and double line border around third paragraph. Border line should be of bluecolor and 1½ thick.
6. Justify third paragraph and apply 2" indent from left and right.
7. Enter "History of Computer Technology" as header and enter footnote for the underlined word of thirdparagraph.
8. Create a custom watermark, cross referencing in word, a user entry forms
9. Create a main document for the invitation of a birth day party.

b. SPREADSHEET

1. Create an Excel Formula for the given string format using String Functions.
Input: I Love India
Output: India 5
2. In a Table, we have students name and their Marks in Science, social & maths subjects. Find the topstudent in each subject based on their mark (using Excel Formula).

Name	Subject	Marks
Raja	Science	75
Bala	Maths	45
Umar	Social	57
Raja	Maths	87
...		

3. Count the total number of occurrences of “A” in the following table using Excel Formula – (Should beGeneric)
4. Create a Formula to count the cells that having values except blank cells
5. Create a Formula to calculate the EB bill with the given tariff
1 – 100 : Rs. 75
101 – 200 : Rs. 1.10
201 - 300 : Rs. 2.00
301 – 500 : Rs. 3.00
501 & above : Rs.5.00
6. Create a formula to calculate the classification of result
 - a. Below 40 : Fail
 - b. 40 – 50 : 3rd. Class
 - c. 51-60 : 2nd Class
 - d. 61 – 70: 1st class
 - e. Above 70: Distinction
7. With the given chart,

Master List					
Sales Person ID	Sales Person Name	Sales Person Revenue	Quota	Met Quota?	
1	John	\$ 232,103.00	\$ 500,000.00	Did Not Meet Quota	
2	Joe	\$ 835,477.00	\$ 500,000.00	Met Quota	
3	Jen	\$ 116,371.00	\$ 500,000.00	Did Not Meet Quota	
4	Frank	\$ 393,841.00	\$ 500,000.00	Did Not Meet Quota	
5	Mark	\$ 989,303.00	\$ 500,000.00	Met Quota	
6	Amanda	\$ 641,883.00	\$ 500,000.00	Met Quota	
7	Erik	\$ 525,894.00	\$ 500,000.00	Met Quota	
8	Mike	\$ 732,195.00	\$ 500,000.00	Met Quota	
9	Matt	\$ 513,372.00	\$ 500,000.00	Met Quota	
10	Josh	\$ 961,561.00	\$ 500,000.00	Met Quota	
11	Shea	\$ 235,652.00	\$ 500,000.00	Did Not Meet Quota	

Find the average of Sales person revenue who are all met the quota and who are all not met.

8. From the given table,

Forename	Middle Name 1	Middle Name 2	Surname
Raja	Ravi	Chandar	Dilak

Print the Full name using excel formula

9. Convert float values into integer values

10. Find the factorial of given value11.

SESSION_NO	ROUND1	ROUND2	ROUND3	TOTAL/ 300	PERCENTAGE	GRADE
SS1	56	46	65			
SS2	78	56	67			
SS3	98	85	81			
SS4	71	77	68			

Criteria to find GRADE

- | | |
|---|-------------|
| PERCENTAGE >= 80 ----- | → GRADE – A |
| PERCENTAGE between 79 and 60 (both are inclusive) ----- | → GRADE – B |
| PERCENTAGE between 59 and 50 (both are inclusive) ----- | → GRADE – C |
| Otherwise ----- | → GRADE – F |

- (a) Find out TOTAL and PERCENTAGE of all sessions using function or formula. (1)

- (b) Find out GRADE using above specified criteria of all sessions. (1)
(c) Using SESSION_NO and PERCENTAGE create a line chart. (2)12.

AAAA College								
Mark Sheet								
ID.No	Name	Physics	Chemistry	Biology	English	Total	Average	Rank
1A001	Lavanya	72	65	57	82			
1A002	Rithika	78	64	54	56			
1A003	Ram	56	63	72	54			
1A004	Ritesh	46	48	64	52			
1A005	Pranesh	48	65	56	65			
1A006	Pavithra	57	53	63	62			
1A007	Sara	65	54	53	51			

- a. Use the relevant formula to calculate the total marks of "Lavanya" (ID No. 1A001) and copy the formula to the relevant cells.
- b. Use the relevant formula to calculate the average marks of "Lavanya" (ID No.1A001) and copy the formula to the relevant cells.
- c. Use conditional formatting to change the color of the cells of which the average mark is more than 60, in to green
- d. Create a Pie chart for the student marks in the given table

c. PRESENTATION TOOL

- 1. Add notes to power point presentation
- 2. Create a power point application to Play a video
 - a. Play a video full screen
 - b. Hide a video when not playing
 - c. Loop a video
- 3. Create a dynamic presentation in Power point
 - a. To add animation to text or an object
 - b. Apply sound effects to animated text and objects
 - c. Create a motion path to text and objects
- 4. Creation of PowerPoint presentation about "**Computer generation**".
- 5. Create maximum 5 slides (1)
- 6. Use different layouts and background design.(1)
- 7. Add bulleted list with animation effects.(1)
- 8. Set different slide transition effects. (1)

d. USAGE OF GOOGLE TOOLS IN EDUCATION

Google docs Google Forms
Google Spread sheets Google Blogger

SHSB1201	GENERAL ENGLISH II	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To provide opportunities for students to read and respond to representations of current issues through texts that present themes and topics that are familiar, insightful and informative.
- To provide an opportunity to the students to improve their vocabulary
- To develop skills relating to creative writing.
- To provide an opportunity to the students to improve their Spoken Language.

UNIT 1

9 Hrs.

Listening for details, Speaking - making a presentation, reading for details and Global Comprehension Vocabulary Binomials, Types of Words- Synonyms, Antonyms that describe people, things and their actions - Paired Expressions -Letter Writing - Informal Letters- Letter to a Friend / Family Members - Creating blogs to post written materials.

UNIT 2

9 Hrs.

Listening for details - Speaking: Giving Interview, Public Speech based on specific topics given. Reading for Comprehension and for overall idea - Vocabulary: phrases - Sentence Pattern – Contextual guessing of words- Singular, Plural- Letter writing- Formal letters- Inviting dignitary for a function, Application for job with resume.

UNIT 3

9 Hrs.

Listening for details - Telephonic conversation – Speaking: Narrating a Story - Vocabulary: positive and negative connotations - Language Focus: Adjective- Degrees of Comparison, Direct and Indirect Speech - Types of Sentences (simple, compound, complex) - Collocations -Letter to the Editor (Social Issues) – Hints Development.

UNIT 4

9 Hrs.

Listening for Overall information - Making requests and suggestions - Speaking: Group Discussion - Vocabulary: Homonyms and Homophones - Language Focus: Transitive and Intransitive verbs - Writing: Precis writing, Story Writing - Process description (Flow chart)

UNIT 5

9 Hrs.

Listening for specific details - Speaking using imagination. Reading to identify facts - Language focus: Modal Auxiliary Verbs Writing: Imaginative writing by predicting, Argumentative Essay, Writing a Book or Film review. Vocabulary: Countable and Uncountable Nouns, foreign nouns and framing of plurals.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Remember knowledge of linking words related to both spoken and written discourse
- CO2** - Understand collocations, words to express one's point of view in both writing and speaking
- CO3** - Apply the rules for writing compare and contrast paragraphs by using cohesive devices based on prompts given
- CO4** - Analyse critical thinking skills by framing questions related to elements of reasoning
- CO5** - Evaluate written pieces to self-correct in the topic areas of verbs, reported speech, and punctuation
- CO6** - Equip the students with the required Professional Skills

TEXT / REFERENCE BOOKS

1. Sen S, Mahendra etal. (2015) *Communication and Language Skills*. Foundation books. Chennai
2. Strunk Jr., William, and E.B. White. *The Elements of Style*. Allyn and Bacon, 2000.
3. Murphy, Raymond. *English Grammar in Use*. Cambridge University Press, 2019.
4. Thomson, A.J., and A.V. Martinet. *A Practical English Grammar*. Oxford University Press, 2013.
5. Straus, Jane. *The Blue Book of Grammar and Punctuation*. John Wiley & Sons, 2014.
6. Swan, Michael. *Practical English Usage*. Oxford University Press, 2016.

SHSB1204	INDIAN DRAMA	L	T	P	EL	Credits	Total Marks
		4	0	0	1	4	100

COURSE OBJECTIVES

- To introduce learners to the various phases of evolution in Indian Writing in English
- To acquaint learners to the varied dimensions of this literature.
- To understand the audience and purpose in written communication
- To analyze and interpret rhetorical elements on a text

UNIT 1 **9 Hrs.**

1. Girish Karnad: *Hayavadana*
2. Vijay Tendulkar : *Silence! The Court is in Session*

UNIT 2 **9 Hrs.**

1. Mahesh Dattani : *Dance like a Man*
2. Mohan Rakesh : *Half-way House. (Trans. Bindhu Bitra)*

UNIT 3 **9 Hrs.**

1. Manjula Padmanabhan : *Harvest*
2. Mahaswetha Devi : *Draupadi*

UNIT 4 **9 Hrs.**

1. Bhasa: '*Svapna-vasavadattam or, The Vision of Vasavadatta'*
2. Indira Parthasarthy: *Aurangzeb*

UNIT 5 **9 Hrs.**

1. Rabindranath Tagore: *The Post Office*
2. Badal Sircar: '*Ebam Idrajit*'

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Outline an understanding of Indian writing in English
- CO2** - Understand the purpose and varied dimensions of Indian Literature
- CO3** - Ascertain the works of great writers of Indian writers in English.
- CO4** - Analyze significant cultural and societal issues presented in Indian English literature
- CO5** - Determine socio cultural aspects of Indian Literature.
- CO6** - Compose a text based on one's knowledge from literary reading.

TEXT / REFERENCE BOOKS

1. K.R.S. Iyengar, Indian Writing in English, Sterling Publishers Pvt. Ltd, Mumbai, 2012.
2. A History of Indian English Literature, Sahitya Academy, Delhi, 2007.
3. Bhasa 'Svapna-vasavadattam or, The Vision of Vasavadatta', Thirteen Plays of Bhasa, tr. A.C. Woolner and Lakshman Swarup (Delhi: Motilal Banarasidas, 1985), pp. 37-70.
4. Kaustav Chakraborty. Indian Drama in English. PHI Learning Pvt. Ltd. Delhi 2014.
5. Mahesh Dattani - *Dance like a Man* – Penguin Publications
6. A.K. Mehrotra, 2003, An Illustrated History of Indian Literature in English. Permanent Black, New Delhi.

SHSB1205	HISTORY OF ENGLISH LITERATURE	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To familiarize students with important literary figures and canonical works of the historical period
- To introduce students the distinctive features of major literary movements and genres
- To demonstrate knowledge of the history or culture of the English Literature
- To comprehend an outline of English literature in terms of political, religious and social aspects

UNIT 1 ELIZABETHAN PERIOD AND SHAKESPEARE PERIOD 9 Hrs.

Characteristics of the Elizabethan age- Edmund Spenser, John Donne, Thomas Wyatt, Ben Jonson, John Webster, Thomas Kyd, William Shakespeare - Characteristics of Shakespearean Plays, Elizabethan theatre- Ben Jonson, Francis Bacon, Christopher Marlowe.

UNIT 2 AGE OF MILTON & DRYDEN 9 Hrs.

Characteristics of Puritan age, Characteristics of restoration age
Milton. Metaphysical Poets, Devotional Poets, Cavalier Poets, Richard Crashaw, Robert Herrick, Sir Thomas Browne, John Dryden, John Bunyan, Samuel Pepys, William Congreve, Ben Johnson.

UNIT 3 AUGUSTAN AND THE ROMANTIC PERIOD 9 Hrs.

Characteristics of Victorian Age, Alexander Pope, Joseph Addison, Johnson Swift, Thomas Gray, Dr. Samuel Johnson, Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, P.B. Shelley, John Keats, Charles Lamb, Jane Austen.

UNIT 4 THE VICTORIAN AGE 9 Hrs.

Characteristics of Victorian Age, Alfred Tennyson, Robert Browning, Mathew Arnold, Charles Dickens, William Thackeray, Thomas Hardy, Gerald Manley Hopkins, W.B Yeats, John Ruskin, William Butler Yeats.

UNIT 5 TWENTIETH CENTURY: THE MODERN PERIOD 9 Hrs.

E.M Forester, Ezra Pound, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, George Orwell, Tennessee Williams, Alice Walker, Margaret Atwood.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Explore the distinctive features of major literary movements and genres.
- CO2 - Develop a comprehensive idea of the prescribed periods of history
- CO3 - Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- CO4 - Interpret various influences that power and governs literary evaluation.
- CO5 - Acquire knowledge about the three basic genres of literature namely poetry, prose and drama
- CO6 - Understand the development in prominent literary forms such as verse, prose and plays.

PRESCRIBED TEXT

- Hudson, William Henry. *An Outline History of English Literature*. India, Atlantic Publishers & Distributors, 1999.

TEXT / REFERENCE BOOKS

1. Albert, Edward. *History of English Literature*, Oxford University Press, 1975
2. Daiches, David. *A Critical History of English Literature*: Supernova Publishers, 1960.
3. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.
4. Alexander, Michael. *A History of English Literature*. United Kingdom, Palgrave Macmillan, 2013.
5. Evans, Ifor, and Bergonzi, Bernard. *A Short History of English Literature*. United Kingdom, Penguin Books, 1990

SHSB2201	COMMUNICATION LAB I	L	T	P	EL	Credits	Total Marks
		0	0	4	0	2	100

COURSE OBJECTIVES

- To enable learners to develop their communicative competence.
- To facilitate them to hone their soft skills.
- To equip them with employability skills to enhance their prospect of placements.
- To uplift the learners' successful implementation of their language skills.

UNIT 1 LISTENING AND SPEAKING SKILLS

Listening for general information, specific details, Conversational skills (formal and informal) – Introduction to classmates, introducing a Friend; politeness strategies, making polite request, making polite offers, replying to polite request and offers, Pictographic description

UNIT 2 READING SKILLS

Reading for specific details-critical reading and thinking, Jumbled words and sentences, comprehension skills based on reading (Practical on a model audio visual usage)

UNIT 3 WRITING SKILLS

Understanding basic instructions- college, bank, Government office applications (online, offline)
Writing – emails, letters (Job application letter, resume) – Paragraph, Essay writing, Review writing-
Movies/ books review

UNIT 4 SOFT SKILLS

Motivation – self image – goal setting – managing changes – time management – stress management – leadership traits – team work – career and life planning.

UNIT 5 PRONUNCIATION LEARNING

Introduction to Phonetics – Speech, Sounds – Vowels and Consonants, Phonetic transcription of simple words.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Effectively utilize soft skills along with their technical skills.
- CO2** - Communicate effectively with LSRW skills.
- CO3** - Identify the difference between academic and creative and formal and informal writing.
- CO4** - develop various listening strategies to comprehend various types of audio materials like lectures, discussions, videos etc.
- CO5** - Able to read/write/listen/materials outside the classroom as well for gaining proficiency and better participation in the class.
- CO6** - Improved Understanding of nuances of language through audio- visual experience and group activities.

TEXT / REFERENCE BOOKS

1. Alex, K. Soft skills. S. Chand Publishing, 2009.
2. Riggio, Ronald E., and Sherylle J. Tan, eds. Leader interpersonal and influence skills: The soft skills of leadership. Routledge, 2013.
3. Bhatnagar, Nitin, ed. Effective communication and soft skills. Pearson Education India, 2011.
4. Sharma, Prashant. Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB publications, 2021.

SHSB1301	INTRODUCTION TO SHAKESPEARE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To probe into the works of Shakespeare and appreciate the relevancy of Shakespeare in the today's world.
- To understand the nature of Shakespearean theatre and audience.
- To learn the different dramatic techniques employed by Shakespeare.
- To equip students to analyze the plays to classify the complex web of human relationships, political intrigues and social dynamics.

UNIT 1 SHAKESPEARE STUDIES: AN INTRODUCTION 9 Hrs.

Life history of Shakespeare, Dramatic Career, Shakespeare's Writing Style Influence of Elizabethan and Jacobean period- Shakespearean theatre and audience: Staging of the play-actors and Performances-Classification of Shakespeare plays- features of Tragedy and Comedy plays

UNIT 2 SONNETS 9 Hrs.

Sonnet 104, Sonnet 106, Sonnet 18, Sonnet 55, Sonnet 30

UNIT 3 HISTORY PLAYS 9 Hrs.

Henry VIII, Richard II

UNIT 4 COMEDY PLAYS 9 Hrs.

The Tempest, A Midsummer Night's Dream

UNIT 5 TRAGEDY PLAYS 9 Hrs.

Macbeth, King Lear

COURSE OUTCOMES

On completion of the course, student will be able to

CO1 - Evaluate the significance of the historical events that shaped the perspectives of the Elizabethan and Jacobean age

CO2 - Examine Shakespeare's plays to appreciate his skill as a playwright and his ideological position.

CO3 - Analyze the differences among various dramatic genres.

CO4 - Explore prominent themes in Shakespearean Plays.

CO5 - Illustrate the linguistic richness and figurative language of Shakespeare's works

CO6 - Understand the contemporariness of Shakespeare's work.

PRESCRIBED TEXT

- Shakespeare, William. *The Works of William Shakespeare*. Vol. 1. Macmillan, 1864.

TEXT / REFERENCE BOOKS

1. Clapp, Larry Ed. "A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre". New Delhi: Dominant Publishers and Distributors, 2007.
2. Scarisbrick, John Joseph. *Henry viii*. Yale University Press, 2017..
3. Aso, Kumi, et al. "Characterization of homeodomain-leucine zipper genes in the fern Ceratopteris richardii and the evolution of the homeodomain-leucine zipper gene family in vascular plants." *Molecular Biology and Evolution* 16.4 (2019): 544-552.
4. Halio, Jay L. *A midsummer night's dream*. Manchester University Press, 2010.
5. Kurian Anna, Shakespeare, Orient Blackswan,2016

SHSB1302	LITERARY THEORY AND CRITICISM	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To facilitate the students to understand the literary criticism and theory.
- To acquaint with the recent trends in literary studies.
- To approach a text with literary theories and criticism.
- To encourage students to undertake further reading in critical movements and critical theory.

UNIT 1 MAJOR CRITICISM 9 Hrs.

Archetypal Criticism - Psychoanalytic criticism - Cultural Materialism - Ecocriticism

UNIT 2 TEXTS, BEHAVIOUR AND THEORY 9 Hrs.

Carl Gustav Jung : *Psychology and Literature* - Northrop Frye : *Archetypes of Literature*

UNIT 3 CRITICAL THEORIES 9 Hrs.

- Roland Barthes - *Death of the Author*
- Cleanth Brooks – *The Language of Paradox*
- Viktor Shklovsky - *Art as Technique*

UNIT 4 STRUCTURALISM, DECONSTRUCTION AND POSTMODERNISM 9 Hrs.

- Jean Baudrillard : *Simulacra and Simulations*
- Jacques Derrida : *Structure, Sign and Free play*
- Terry Eagleton : *Capitalism, Modernism and Postmodernism*

UNIT 5 TRENDS IN LITERARY THEORY 9 Hrs.

- Elaine Showalter : Towards a Feminist Poetics
- Edward Said: *Culture and Imperialism*
- Catherine Gallagher, Stephen Greenblatt – *Practicing New Historicism*

COURSE OUTCOME

On completion of the course, student will be able to

- CO1 - Evaluate strengths and limitations of critical/theoretical arguments
- CO2 - Analyze literary writings based on the ever-evolving traditions of criticism.
- CO3 - Apply specific theoretical concepts, theories, and terms to literary and cultural texts
- CO4 - Identify major theoretical/critical movements and theorists and primary concepts
- CO5 - Incorporate literary theories to their own lives and cultures.
- CO6 - Strengthen and deepen critical reading, writing, and interpretive practices.

TEXT / REFERENCE BOOKS

1. Abrams, M. H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage Learning, 2014.
2. Cahoon, Lawrence E. From Modernism to Postmodernism: An Anthology. Blackwell, 2002.
3. Gallagher, Catherine, and Stephen Greenblatt. Practicing New Historicism. University of Chicago Press, 2020.
4. Lodge, David. Twentieth Century Literary Criticism: A Reader. Longman, 1972.
5. Rivkin, Julie, and Michael Ryan. Literary Theory, an Anthology. Blackwell, 1998.

SHSB1303	INDIAN LITERATURE IN ENGLISH	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce learners to be acquainted with Indian literature
- To interpret poetic writing in English
- To make learners aware of prominent Indian writers
- To sensitize the readers with value system of Indian literature

UNIT 1	OVERVIEW OF THE ORIGIN AND DEVELOPMENT OF INDIAN WRITING IN ENGLISH	9 Hrs.
The impact of British rule on Indian literature – the Gandhian movement and its impact on Indian Literature – post-independence writers – Contemporary Indian women writers		
UNIT 2	POETRY	9 Hrs.
	<ul style="list-style-type: none"> • Keki N Daruwala: <i>The Unrest of Desire</i> • Jayanta Mahapatra: <i>Hunger</i> • Kamala Das: <i>The Old Playhouse</i> 	
UNIT 3	DRAMA	9 Hrs.
	<ul style="list-style-type: none"> • Girish Karnad: <i>Nagamandala</i> • Vijay Tendulkar: <i>Ghasiram Kotwal</i> 	
UNIT 4	FICTION	9 Hrs.
	<ul style="list-style-type: none"> • R.K. Narayan: <i>The English Teacher</i> • Anita Desai: <i>Fire on the Mountain</i> • Amitav Gosh: <i>The Glass Palace</i> 	
UNIT 5	SHORT STORY	9 Hrs.
	<ul style="list-style-type: none"> • Ruskin Bond: <i>A Flight of Pigeons</i> • Aravind Adiga: <i>The Sultan's Battery</i> • Raja Rao: <i>India - A Fable</i> 	

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Enumerate how Indian writing emerged as a distinct field of study.
- CO2 - Compute the development of history of English literature from its beginning to the present day.
- CO3 - Ascertain the works of great writers of Indian writers in English.
- CO4 - Analyse significant cultural and societal issues presented in Indian English literature
- CO5 - Determine socio cultural aspects of Indian Literature.
- CO6 - Compose a poem or story based on one's knowledge from literary works.

PRESCRIBED TEXT

- *Indian Writing in English: A Critical Study* Atlantic Publishers (1 Jan 2018) Indian Writing In English Atlantic Publication (2003)
- A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 2008

TEXT / REFERENCE BOOKS

1. A Concise History of Indian Literature in English The Orient Blackswan (1 January 2017)
2. Indian Writing In English: Critical Insights, Neha Publishers (2014)
3. A Concise History of Indian Literature in English. Ed. Aravind Krishna Mehrotra, Orient, Blackswan,2008.
4. Das, Sisir Kumar. *History of Indian literature*. Sahitya Akademi, 2005.
5. Mishra, Binod. Ed. Rainbow Redemption: New Beginnings in Indian English Poetry, New Delhi: Adhyayan Publishers and Distributors. 2007.

SHSB1304	NEW LITERATURES	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce the learners to appreciate literature written in English that is beyond the western literature.
- To familiarise with writers of various cultures and society.
- To acquire knowledge on contemporary ideas like Globalisation and Multiculturalism.
- To introduce learners to Indian fictional and poetic writings in English and New Literatures

UNIT 1 POETRY 9 Hrs.

Detail: Edwin Thumboo: *Gods Can Die* - Judith Wright: *Woman to Man*

Non-Detail: Muhammad Haji Salleh: *Words for Father*, Allen Curnow: *Time*, Faye Diane Kilday: *Do you Hear the Angel Speaking?*

UNIT 2 PROSE 9 Hrs.

Detail: Chinua Achebe: *What has Literature got to Do with It?*

Non-Detail: Stuart Hall: *Cultural Identity and Diaspora*

Ngũgĩ wa Thiong'o: *Decolonising the Mind: The Politics of Language in African Literature* (IVth Part of The Language of African Literature)

UNIT 3 DRAMA 9 Hrs.

Detail: Wole Soyinka: *The Strong Breed*

Non- Detail: Mahesh Dattani: *On a Muggy Night in Mumbai*

UNIT 4 FICTION 9 Hrs.

Margaret Atwood: *The Handmaid's Tale*, Nadine Gordimer: *July's People*

UNIT 5 SHORT FICTION 9 Hrs.

Leslie Marmon Silko: *The Man To Send Rain Clouds* - Molly Nungarrayi: *Hiding From Those With No Human Feelings* - Alice Munro: *The View from the Castle Rock* - Margaret Atwood: *Happy Endings*

COURSE OUTCOMES

On completion of the course, student will be able to

CO1 - Experience the literary works from various countries

CO2 - Analyse the text in postcolonial context

CO3 - Understand the struggle for identity, alienation and the resistance of minority society.

CO4 - Develop interest in writers, whose English works that cannot fit in with the western literary contexts.

CO5 - Compute the development of history of new literature from its beginning to the present day.

CO6 - Approach the literature with literary and cultural theories.

TEXT / REFERENCE BOOKS

1. Atwood, Margaret. *The Handmaid's Tale*. McClelland & Stewart, 2022.
2. Curnow, Allen, et al. Allen Curnow: *Collected Poems*. Auckland University Press, 2017.
3. Dattani, Mahesh. *Me And My Plays*. Penguin, 2014.
4. Gordimer, Nadine. *July's People*. Jonathan Cape, 2005.
5. Hall, Stuart. *Essential Essays. II*, Duke University Press, 2018.

SHSB1305	FICTION	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To develop a critical understanding of fiction
- To familiarise students with the cultural diversity of the world.
- To provide an opportunity to the students to improve their vocabulary
- To introduce the historical development of fictions.

UNIT 1 INTRODUCTION TO FICTION 9 Hrs.

Types of fiction – Elements of fiction – Structure – Plot – Character – Setting – Points of view

UNIT 2 HISTORICAL NOVEL 9 Hrs.

Detailed: Charles Dickens: *Oliver Twist*

Non-Detailed: Sir Walter Scott: *Kenilworth*

UNIT 3 PICARESQUE NOVEL 9 Hrs.

Detailed: Daniel Defoe: *Moll Flander*

Non-Detailed: Henry Fielding: *The History of Tom Jones*

UNIT 4 DETECTIVE FICTION 9 Hrs.

Detailed: Wilkie Collins: *The Moonstone*

Non-Detailed: Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT 5 SCIENCE FICTION 9 Hrs.

Detailed: H.G. Well: *Time Machine*

Non-Detailed: Isaac Asimov: *Nightfall*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Understand the growth and development of Fiction
- CO2 - Appreciate literature's ability to inspire feeling
- CO3 - Comprehend literal and figurative use of language
- CO4 - Recognize the form and structure of a text
- CO5 - Apply vocabulary techniques in day-to-day usage
- CO6 - Analyse the varied cultural diversity through different genres

TEXT / REFERENCE BOOKS

1. Forster, E. M. *Aspects of the Novel*. Doaba Publications, 2021.
2. Kennedy, X. J, Dana Gioia. *An Introduction to Fiction*. Boston: University of Southern California, 2016.
3. Lubbock, Percy. *The Craft of Fiction*. Legare Street Press, 2022
4. Raychaudhuri, Tapan. *Studies In English Literature*. Books Way, 2015
5. Walsh, Richard. *The Rhetoric of Fictionality: Narrative Theory and the Idea of Fictionality*. Ohio State University Press, 2015

SHSB1401	INDIAN THEATRE	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To understand the theatre-performance place and space
- To understand the history and development of plays
- To acquire knowledge on famous playwrights and their techniques
- To enhance creativity

UNIT 1 HISTORY OF THEATRE**9 Hrs.**

Origin of drama - A view on Greek tragedy - Aristotle's view on Drama - Dhvani theory

UNIT 2 EXPRESSION**9 Hrs.**

Assuming different roles and Expressions - Acquiring Different voices - Pitch and intonation - Art of repetition

UNIT 3 DIALOGUE DELIVERIES**9 Hrs.**Art of Dialogue - Monologue – Mark Antony Speech from *Julius Caesar*Soliloquy- Lady Macbeth's Soliloquy from *Macbeth***UNIT 4 STORY TELLING****9 Hrs.**

Dramaturgy - Writing for stage

UNIT 5 STAGE PLAYS**9 Hrs.**

A prose or poem from an Indian writer is taken to write a play for stage in one or two acts.

Dattani - Bravely Fought the QUEEN

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Understand the art of theatre performances.
- CO2 - Able to write, enact and produce simple plays.
- CO3 - Enact or direct for theatre.
- CO4 - Appreciate theatre and stage plays.
- CO5 - Comprehend and utilise three unities appropriately.
- CO6 - Understand the concept of Indian Theatre

PREFERRED TEXT

- Balme, Christopher B. Cambridge Introduction to Theatre Studies. New York: Cambridge University Press, 2010

TEXT / REFERENCE BOOKS

1. Anand, Mulk Raj. *The Indian Theatre*. Read Books Ltd, 2016.
2. Brown, Jane K. *The Persistence of Allegory: Drama and Neoclassicism from Shakespeare to Wagner*. University of Pennsylvania Press, 2018.
3. Lucking, David. "'the reason of our Caesar's death": mystifying motive in julius caesar." *Making Sense in Shakespeare*. Brill, 2015. 111-126.
4. Leach, Robert. *Theatre studies: the basics*. Routledge, 2013.
5. Parekh, Keyur K. "11. dhvani theory." *Published & Edited by* (2015): 214.

SHSB1402	INTRODUCTION TO ENGLISH LANGUAGE TEACHING	L	T	P	EL	Credits	Total Marks
		4	0	0	1	4	100

COURSE OBJECTIVES

- To familiarize students with the major theories of language acquisition, and their application in pedagogy
- To enable students to study in depth and detail, the recent trends in curriculum design, teaching methodology, instructional materials, testing and evaluation and teacher preparation
- To enable students to relate English teaching practice to its theoretical basis in methodology
- To enable the student to gain enough background knowledge to plan a lesson, select, adapt materials to teach different items, work out varied and interesting methods of teaching

UNIT 1	LANGUAGE LEARNING	9 Hrs.
The importance of learning English, Problems and prospects for teacher of English, Problems of second language learners, Distinction between acquisition and learning		
UNIT 2	APPROACHES TO LANGUAGE TEACHING	9 Hrs.
Grammar translation method, Direct method, Audiolingual, Communicative approach, Situational approach		
UNIT 3	TEACHING	9 Hrs.
Teaching four skills (LSRW). Teaching Grammar and Composition, Teaching pronunciation		
UNIT 4	TESTING	9 Hrs.
Types of Tests. Qualities of a good test, Techniques of testing		
UNIT 5	CURRICULUM PLANNING AND SYLLABUS DESIGN	9 Hrs.
Curriculum vs syllabus, Principles of curriculum planning, Syllabus types		

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Heighten their awareness of correct usage of English grammar in writing and speaking
- CO2 - Improve their speaking ability in English both in terms of fluency and comprehensibility
- CO3 - Increase their reading speed and comprehension of academic articles
- CO4 - Enlarge their vocabulary by keeping a vocabulary journal
- CO5 - Strengthen their ability to write academic papers, essays and summaries using the process approach
- CO6 - Identify literary techniques in language text

PRESCRIBED TEXT

- Saraswathi, V. English Language Teaching: Principles and Practice. Orient Longman: Hyderabad,2004.

TEXT / REFERENCE BOOKS

1. Renau Renau, María Luisa. "A review of the traditional and current language teaching methods." (2016).
2. Tomlinson, Brian. "Materials development for language learning and teaching." *Language teaching* 45.2 (2015): 143-179.
3. Richards, Jack C, Theodore S. Rodgers. *Approaches and Methods in Language Teaching* Cambridge University Press, United Kingdom, 2017.
4. Zhou, Gang, and Xiaochun Niu. "Approaches to language teaching and learning." *Journal of Language Teaching and Research* 6.4 (2015): 798.
5. Murphy, Robert S. "The concept of syllabus design and curriculum development: A look at five major syllabus designs." *Issues in Syllabus Design* (2018): 1-23.

SHSB1403	AMERICAN LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce students to the key concepts in American literature
- To create a sensitivity and appreciation for American poetry, drama, prose and fiction
- To introduce the students to the literary works of the major American writers of the 19th and 20th centuries
- To enable them to understand the American life and culture against the background of American history.

UNIT 1 POETRY**9 Hrs.**

Detailed: Maya Angelou: *Still I Rise* - Leslie Marmon Silko: *Prayer to Pacific* - Robert Frost: *West Running Brook*

Non-detailed: Emily Dickinson: *I felt a funeral*, Walt Whitman: *Song of Myself*

UNIT 2 PROSE**9 Hrs.**

Detailed: Scott Momaday: *From "The way to Rainy Mountain"*

Non-detailed: Obama's Speech: Yes, we can!, Martin Luther king: *I Have a Dream*

UNIT 3 DRAMA**9 Hrs.**

Detailed: Tina Howe: *Painting Churches*, Eugene O Neil: *The Hairy Ape*

Non-detailed: Tennessee Williams: *The Glass Menagerie*

UNIT 4 FICTION**9 Hrs.**

Amy Tan: *The Joy Luck club*, Nathaniel Hawthorne: *The scarlet letter*,

Mark Twain: *Adventures of Huckleberry Finn*

UNIT 5 SHORT STORY**9 Hrs.**

Toni Morrison: *Denver's Secret (From Beloved)*, Edgar Allan Poe: *The fall of the House of Usher*,

Hans Christian Anderson: *The Little Match Girl*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Identify key ideas, representative authors and works, significant historical or cultural events
- CO2 - Analyse literary works as expressions of individual or communal values
- CO3 - Demonstrate knowledge of major literary movements, figures, and works in American Literature.
- CO4 - Synthesize and write about American literature and authors
- CO5 - Evaluate the characteristic forms or styles of expression
- CO6 - Produce research-based critical papers about the assigned readings

TEXT / REFERENCE BOOKS

1. Hidayat, Agus. "An analysis of grammatical cohesive device of the short story the little match girl by Hans Christian Andersen 2016/2017." *English Education: Jurnal Tadris Bahasa Inggris* 9.2 (2016): 232-244.
2. Wang, Elaine. "Art as Meaning-Making in a Secondary School English Classroom: A" Secret Compartment" Book Project on Toni Morrison's" Beloved". " *English Journal* (2015): 79-87.
3. Tulaboevna, Tulaboeva Gulorom. "Mother-Daughter Relations in the Novel "The Joy Luck Club" by Amy Tan." *Eurasian Journal of Humanities and Social Sciences* 8 (2022): 112-114.
4. Berkin, Carol & Leonard Wood(ed), Land of Promise – A History of the United States, Scott & Foresman. USA, 1983.
5. Bradbury, Malcolm, Introduction to American Studies, Longmans, London, 1989.

SHSB1404	CHILDREN'S LITERATURE	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

SCOURSE OBJECTIVES

- To appreciate the value of multicultural and international children's literature.
- To Understand how authors use literary devices to get their message through
- To understand, appreciation for other cultures through literary genres.
- To understand how children's books support children's development

UNIT 1**9 Hrs.**

1. Aesop's Fables: Androcles Fable
2. Tales of Panchatantra: The Brahmani and the Mongoose
3. Jataka Tales: The One Hundredth Prince (Obedience to a wise teacher) Akbar & Birbal Stories:

UNIT 2**9 Hrs.**

1. Anne of Green Gables by L.M. Montgomery
2. Children's Literature by M. O. Grenby

UNIT 3**9 Hrs.**

1. Alice's Adventures in Wonderland - Lewis Carroll
2. The Silver Chair by C. S. Lewis

UNIT 4**9 Hrs.**

- The Voyage of the Dawn Treader by C. S. Lewis

UNIT 5**9 Hrs.**

- J.K. Rowling: Harry Potter and the Chamber of Secrets

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Understand how to integrate children's literature across the curriculum including multicultural components
- CO2** - Appreciate how children's literature help children gain respect and understanding of diversity from multiple perspectives
- CO3** - Appreciate how promote positive attitude toward literary experiences
- CO4** - Knowledge and understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems through the use of children's literature that addresses global issues
- CO5** - Understand how children's books support children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development.
- CO6** - Maintains a climate of openness, inquiry, fairness and support.

TEXT / REFERENCE BOOKS

1. Glazer, J. & Giorgis, C.Upper Saddle River, Literature for Young Children NJ Miller Prentice Hall 2008.
2. Children's Literature: A Very Short Introduction, by Kimberley Reynolds Oxford, 2011.
3. Children's Fantasy Literature by Michael Levy; Farah Mendlesohn, Paperback, 2016
4. Marks, Diana FChildren's Book Award Handbook. Westport, Conn . 2006
5. Hugh Brogan, The Life of Arthur Ransome. Jonathan Cape, 1984 .

SHSB2401	COMMUNICATION LAB II	L	T	P	EL	Credits	Total Marks
		0	0	4	0	2	100

COURSE OBJECTIVES

- To enhance a high level of English Language proficiency
- To promote the student to accelerate the process of enhancing their LSRW skills.
- To prepare the students for pre-placement training and work place communication
- To get rid of their mother tongue influence.

UNIT 1 LISTENING AND SPEAKING SKILLS

Listening to lectures, discussions, talk shows, news programmes, dialogues from TV/radio/Ted talk/Podcast. Conversational skills (formal and informal) – group discussion and interview skills – making presentations.

UNIT 2 READING SKILLS

Reading different genres of texts ranging from newspapers to philosophical treatises – reading strategies such as graphic organizers, summarizing and interpretation, reading comprehension.

UNIT 3 WRITING SKILLS

Academic writing – memos, reports, review writing- Literature review, research articles for presentations, publications, Creative writing- blogs, posters, slogans

UNIT 4 SOFT SKILLS

Conversational skill- interviews, mock interviews, seminars, conferences, workshops, Group Discussion, Emotional Intelligence Skills, Problem Solving, Network Building (Offline, Online), empathy, proactive and self-awareness

UNIT 5 PRONUNCIATION LEARNING

English as a stress-timed language, Word stress or accent, Intonation, Uttering sentences with less Mother tongue influence.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Recall and Identify the four basic communicative skills for effective communication.
- CO2 - Read, understand and summarise the technical text and document.
- CO3 - Inscribe academic pieces with less error in a professional way.
- CO4 - Involve in GD/Interview/Role Play/Debate and also participate in telephonic interview and video conferencing.
- CO5 - Design and analyse research articles and proposals in a proper format
- CO6 - To communicate without mother tongue influences with less syntactical and semantical errors.

PRESCRIBED TEXT

- Sharma, Prashant. Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB publications, 2021.

TEXT / REFERENCE BOOKS

1. Leaver, Betty Lou, and Boris Shekhtman, eds. *Developing professional-level language proficiency*. Cambridge University Press, 2002.
2. Konar, Nira. *Communication skills for professionals*. PHI Learning Pvt. Ltd., 2021.
3. O'Connor, Joseph D. *Better English Pronunciation*. Cambridge University Press, 1980.
4. Reed, Marnie, and John M. Levis. *The handbook of English pronunciation*. John Wiley & Sons, 2019.
5. Swales, John M., and Christine B. Feak. *Academic writing for graduate students: Essential tasks and skills*. Vol. 1. Ann Arbor, MI: University of Michigan Press, 2004.

SHSB1501	WORLD POETRY	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To understand the universal relevance and global significance of poetry in the literary, historical and political contexts
- To elucidate cultural diversity using a variety of frames of reference
- To facilitate the learners to approach the texts from a cross-cultural perspective
- To equip learners in knowing various poetic forms and subtlety across nations

UNIT 1 EUROPEAN LITERATURE**9 Hrs.**

Charles Baudelaire: *The Albatross* - Bertolt Brecht: *The Burning of the Books* - Alexander Pushkin: *The Echo*
Hilde Domin: *Dangerous Spoon* - Rainer Maria Rilke: *The Panther*

UNIT 2 ASIAN LITERATURE**9 Hrs.**

Arun Kolatkar: *A Low Temple* - Matsuo Basho: *Haiku selection from On Love and Barley* – Haiku Poetry: *The Old Pond, A Poppy Blooms, In a station of the Metro* - Kishwar Naheed: *I am not that Woman* – Rumi: *Looking For Your Face* Mahmoud Darwish: *Identity Card*

UNIT 3 AMERICAN AND AFRICAN LITERATURE**9 Hrs.**

Chinua Achebe: *Refugee Mother and Child* - Wole Soyinka: *Telephonic Conversation* - Gabriel Okara: *The Mystic Drum*
William Carlos Williams: *The Red Wheelbarrow* - Maya Angelou: *The Phenomenal Woman*

UNIT 4 AUSTRALIAN AND NEW ZEALAND LITERATURE**9 Hrs.**

Selina Tusitala Marsh: *Things on Thursdays* - Oodgeroo Noonuccal: *No More Boomerang* - Banjo Paterson: *Waltzing Matilda* - Judith Wright: *Eve to Her Daughters* - James K. Baxter: *New Zealand*

UNIT 5 LATIN AMERICAN LITERATURE AND CARIBBEAN LITERATURE**9 Hrs.**

Pablo Neruda: *Ode To Large Tuna In The Market* - Octavio Paz: *No More Cliches* - Gonzalo Rojas: *Coal*
Gabriela Mistral: *The Sad Mother* - Claude McKay: *If We Must Die*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Demonstrate the literary, historical, social and cultural movements associated with the texts
- CO2** - Deepen the knowledge of contemporary world culture through literature
- CO3** - Compare and contrast various poetic style and art forms with Cross-cultural perspective
- CO4** - Utilise critical thinking techniques to develop understanding of both Western and non-Western works.
- CO5** - Learn the modern techniques used in poetry across the world
- CO6** - Understand the effective usage of blank verse and figures of speech used in the verses.

PRESCRIBED TEXT

The Oxford Anthology of Modern Indian Poetry. Oxford University Press, 2006.
Patke, Rajeev S. *Postcolonial Poetry in English*. Oxford University Press, 2006.

TEXT / REFERENCE BOOKS

1. Crawford, Margo N. *What Is African American Literature?* Wiley-Blackwell, 2021.
2. Gonzalez, John Moran. *The Cambridge Companion to Latina/o American Literature.* Cambridge University Press, 2016.
3. Karmakar, Goutam. *South Asian Literature, Culture and Society: A Critical Ruminations.* Atlantic Publishers and Distributors, 2021.
4. Puri, Shiv Govind. *Australian Literature: Paradigms, Praxis and Theory.* Atlantic Publishers and Distributors, 2022.
5. Ramazani, Jahan, ed. *The Cambridge Companion to Postcolonial Poetry.* Cambridge University Press, 2017.

SHSB1502	SHAKESPEARE STUDIES	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To probe into the works of Shakespeare and appreciate the relevancy of Shakespeare in the today's world.
- To understand the nature of Shakespearean theatre and audience.
- To make learners understand the characterization, dramatic and poetic techniques in Shakespearean plays
- To increase the familiarity with Shakespearean language and expression.

UNIT 1 SHAKESPEAREAN THEATRE AND PLAYS 9 Hrs.

Development of Shakespearean Theatre-Audience, staging and actors-Historical and social context- Classification of Shakespeare plays- features of Tragedy and Comedy plays-Dramatic techniques-Shakespearean language and poetic forms.

UNIT 2 POETRY 9 Hrs.

Sonnet: Sonnets 1,64,116 - Narrative: *The phoenix and the Turtle*

UNIT 3 DRAMA 9 Hrs.

Othello - *Richard III* - *Much Ado About Nothing*

UNIT 4 FILM & MODERN ADAPTATIONS 9 Hrs.

Andy Fickman : *She's the Man (Twelfth Night)*

Akira Kurosawa : *Ran (King Lear)*

John Madden : *Shakespeare in Love (Shakespeare's life & Theatre)*

UNIT 5 SOURCES & 9 Hrs.

Arnold Kettle : *Shakespeare in a Changing World* -

Charles Lamb : *On the Tragedies of Shakespeare*

COURSE OUTCOMES

On completion of the course, student will be able to

CO1 - Evaluate the significance of the historical events that shaped the perspectives of the Elizabethan and Jacobean age

CO2 - Examine Shakespeare's plays to appreciate his skill as a playwright and his ideological position.

CO3 - Attempt critical reviews of Shakespearean Plays based on contemporary theoretical perspectives and their adaptations.

CO4 - Illustrate the linguistic richness and figurative language of Shakespeare's works

CO5 - Analyze the differences among various dramatic genres.

CO6 - Understand the contemporariness of Shakespeare's work.

TEXT / REFERENCE BOOKS

1. Clapp, Larry Ed. "A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre". New Delhi: Dominant Publishers and Distributors, 2007.
2. Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.
3. Lamb, Charles. "On the Tragedies of Shakespeare, Considered with Reference to Their Fitness for Stage Representation (1812)." *King Lear*. Routledge, 2015. 5-6.
4. Publius, Xavia. "Diffraction Patterns of Homoeroticism and Mimesis between Twelfth Night and She's the Man." *Connections: A Journal of Language, Media and Culture* 1.1 (2020): 55-67.
5. Kurian Anna, Shakespeare, Orient Blackswan,2016

SHSB1503	AFRICAN LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVIES

- To enable the students to understand the cross cultural and historical approaches to the works by major writers of Africa.
- To understand the role of African literature in developing a national identity in the former colonies of Africa
- To introduce students to literary texts and postcolonial writers.
- To understand the themes of colonialism, liberation, nationalism, tradition, displacement and rootlessness in African literature.

UNIT 1 POETRY 9 Hrs.

Wole Soyinka: *Telephone conversation*
 Mazisi Kunene : *A Note to all surviving African*
 Tsegare Gabre Medhin: *Home coming son*
 Kath Walker: *We Are Going*

UNIT 2 PROSE 9 Hrs.

Toni Morrison : *The Site of Memory*
 Chinua Achebe: *The Novelist as Teacher*

UNIT 3 DRAMA 9 Hrs.

Wole Soyinka : *Kongi's Harvest*
 Alex Ia Guma : *A walk in the Night*

UNIT 4 NOVEL 9 Hrs.

Chinua Achebe : *The Arrow of God*
 Ngugiwa Thiango : *The River Between*
 Chimamanda Ngozi Adichie – *Half of a yellow sun*

UNIT 5 SHORT STORIES 9 Hrs.

Assia Djebar : *My Father writes to my Mother*
 Henry Lopes : *The Advance*
 Neema Komba: *I Am not my skin*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - A broad critical overview of the African initiative and experience in the world with special attention to modal periods of African history
- CO2** - Effective skills in gathering, organizing, analyzing and presenting African studies
- CO3** - A broad and critical overview of the discipline, its intellectual and institutional history, its definitive language and literature, and its multidisciplinary character.
- CO4** - A broad and critical overview of the African initiative and experience in the world with special attention to modal periods of African history, from classical to current times, and to the critical issues, ideas and events which informed and shaped them.
- CO5** - A critical grasp of the major methodological approaches and schools of thought in the discipline and An ability to criticize and offer supportive arguments for them.

TEXT / REFERENCE BOOKS

1. Achebe, Chinua. "The African Writer and the English Language." Colonial Discourse and Post-Colonial Theory. Routledge, 2015. 428-434.
2. Amuta, Chidi. Theory of African literature: Implications for practical criticism. Bloomsbury Publishing, 2017.
3. Thiong'o, Ngũgĩ. "The Language of African Literature." Colonial discourse and post-colonial theory. Routledge, 2015. 435-455.
4. Mamdani, Mahmood. Citizen and subject: Contemporary Africa and the legacy of late colonialism. Princeton University Press, 2018.
5. Olney, James. Tell me Africa: An approach to African literature. Vol. 1389. Princeton University Press, 2015.

SHSB1601	INTRODUCTION TO LINGUISTICS	L	T	P	EL	Credits	Total Marks
		4	0	0	1	4	100

COURSE OBJECTIVES

- To introduce Linguistics as a scientific study of language.
- To familiarize students with branches and concepts involved in the area of linguistics.
- To enhance students with the basic goals and assumptions of Grammar.
- To analyze language in primary fields of linguistic analysis.

UNIT 1 BASIC CONCEPTS OF LINGUISTICS 9 Hrs.

Introduction to English Language; Forms and Functions—Definition of Linguistics—Characteristics of Language—Means of Communication—Arbitrariness of Language – Vocal Language: speech productions, articulatory, auditory and acoustic phonetics—Language, Mind and Brain—Language VS animal communication - A form of social behaviour – Linguistics as Science.

UNIT 2 HISTORICAL SURVEY 9 Hrs.

Scope of Linguistics - Levels of Linguistic Analysis - Branches – Distinctions in Linguistics –Background – Greek and Roman-Traditions – After the Renaissance – 20th Century Linguistics – Bloomfield - Later Developments–Historical linguistics, language change and types, Grimm's Law, comparative method and internal reconstruction–Indian grammatical tradition; Yask, Panini, Bharthari and Tholkappiyar; Western encounter with Sanskrit and its impact.

UNIT 3 THE STUDY OF LANGUAGE VARIATION 9 Hrs.

Diachronic and Synchronic Approaches - Variations - Varieties of Dialects – Classifications of Registers – Stylistics Study – Uses–Concept of distinctive features, Phoneme and allophones- contrast and complementary distribution.

UNIT 4 MORPHOLOGY 9 Hrs.

Grammar - Morphology and Word Formation – Segmentation - Affixes, Conversions, Compound Formation Sentence Patterns – Structuralist view of Grammar – IC Analysis – TG Grammar – Supra - Sentential Grammar. Classification of sounds: place and manner of articulation, major classes: vowels, consonants, liquids and glides, Secondary articulation.

UNIT 5 SEMANTICS 9 Hrs.

Semantics - Lexical and Grammatical Meaning – Theories of Semantics – Pragmatics – Discourse Analysis– Lexicology – Dictionary – Types – Linguistic Features of Dictionary–Structure and function of lexeme–Structure of words and sentences; regularities and linguistic data; language and culture; and humour and politeness.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Define the main ideas of language and linguistics.
- CO2** - Differentiate descriptive and prescriptive view on linguistic phenomena.
- CO3** - Identify the basic concepts within diachronic variations in language with examples.
- CO4** - Evaluate the basic concepts of word formation.
- CO5** - Discuss on semantic roles and basic concepts within semantics
- CO6** - Explain pragmatics with a focus on lexical semantics.

PREScribed TEXT

- Syal P. & D. V. Jindal. *An Introduction to Linguistics* PHI Learning Pvt Ltd, 2009.

TEXT / REFERENCE BOOKS

1. Balasubramanian, T. English Phonetics for Indian Students. Macmillan Publishers, 2017.
2. Conrad, Susan, Alissa, J, et al. The Cambridge Introduction to Applied Linguistics. Cambridge University Press, 2020.
3. Lee, Bickmore, Adrian A, et. al. Linguistics: An Introduction to Language and Communication. PHI Learning, 2019.
4. Winkler, Elizabeth. Understanding *Language: A Basic Course in Linguistics*. 2015
5. Wood, Frederick T. *An Outline History of The English Language*. 2017.

SHSB1602	MODERN ENGLISH GRAMMAR	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To understand the concepts of grammar and to identify the constructions, and usages.
- To analyze the use of grammar in written and spoken language, and the notion of standard language.
- To accomplish a communicative approach to grammar.
- To demonstrate more complex grammatical structures in conversations and discussions.

UNIT 1 THE BASICS: FORM AND FUNCTION 9 Hrs.

The Study of Grammar- The Parts of Speech- Basic Sentence Types-Functions in the Sentence- Parts of Speech, Nouns-Kinds of Nouns, Noun Features, Number, Gender, Case, The Genitive; The Articles; Pronouns-Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Relative Pronouns, Interrogative Pronouns, Demonstrative Pronouns, Indefinite Pronouns.

UNIT 2 PHRASE AND CLAUSE PATTERNS 9 Hrs.

The Phrase and the clause; Types of Lexical Verbs, Finite and Non-finite, The Infinitive, The Gerunds and The Participles, Auxiliaries and Modals; Tense; Active and Passive; Phrasal Verbs; Some Idiomatic Usages.

UNIT 3 CONJUNCTIONS AND COMPARATIVE 9 Hrs.

Adjectives, Adjective Features, Syntactic Functions of Adjectives, Order of Adjectives, Comparison of Adjectives. Adverbs-Position of Adverbs, Comparison of Adverbs; Connectives and Discourse Markers; Conjunctions - Subordinating Conjunctions, Coordinating Conjunctions.

UNIT 4 GRAMMAR AT THE SENTENCE LEVEL 9 Hrs.

Questions, Negatives, Commands, Exclamations; The Simple, Complex and Compound Sentences-Introduction-Nominal Clauses, Relative clauses, Adverb Clauses, Comparative Clauses, Co-ordinate Clauses, Interchange of Affirmative and Negative sentences; Tag questions

UNIT 5 GRAMMATICAL STRUCTURE & EDITING 9 Hrs.

Tense and Aspect, Mood, Prepositions and prepositional phrases; Subject- verb agreement, Reported Speech, Punctuation.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Classify words to use them in sentences with grammatical accuracy.
- CO2 - Categorize information based on the understanding of reading materials to prepare notes
- CO3 - Prepare and document to report, identify elements of editing
- CO4 - Interpret technical definitions related to the text and design a user manual using instructions
- CO5 - Summarize reading materials and outline an essay on any topic given
- CO6 - Evaluate their language learning activities in the classroom/ online group environment

PRESCRIBED TEXT

- Yadurajan K.S. (2014) *Modern English Grammar. Structure, Meanings, and Usage*. Oxford University Press.

TEXT / REFERENCE BOOKS

1. Thurman, Susan. The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment. United States, Adams Media, 2003.
2. Murphy, R., 2012. English grammar in use. Cambridge: Cambridge University Press.
3. Venolia, Jan. Write Right!A Desktop Digest of Punctuation, Grammar, and Style. United States, Clarkson Potter/Ten Speed, 2011
4. Swan, M. and Walter, C., 2011. Oxford English grammar course. Oxford: Oxford University Press.

SHSB5102	BRITISH LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To make the learners aware of the social, cultural and psychological implications in British Literature.
- To comprehend the development of trends in British Literature.
- To understand the theme, structure and style in British Literature.
- To acquaint the students with different literary era, movements and authors relating to British history

UNIT 1 POETRY 9 Hrs.

Detail: Geoffrey Chaucer : *Prologue to Canterbury Tales* - Alexander Pope: *The Rape of the Lock*

Non-detail: Sir Thomas Wyatt : *Of Change in Mind* - P. B. Shelley : *La Belle Dame Sans Merci*

UNIT 2 PROSE 9 Hrs.

Detail: Oliver Goldsmith: *Man in Black*

Non-detail: Francis Bacon: *Of Truth* - Charles Lamb : *Dissertation on a Roasted Pig*

UNIT 3 DRAMA 9 Hrs.

Detail: Oscar Wilde: *Lady Windermere's Fan*

Non-detail: Oliver Goldsmith: *She Stoops to Conquer* - William Congreve: *The Way of the World*

UNIT 4 FICTION 9 Hrs.

Daniel Defoe: *Robinson Crusoe*, Charlotte Bronte : *Jane Eyre*

UNIT 5 SHORT FICTION 9 Hrs.

R.L. Stevenson: *Jekyll and Hyde* - James Joyce: *The Dead* - Rudyard Kipling: *Baa, Baa, Black Sheep*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Identify and describe distinct literary characteristics of British Literature
- CO2 - Demonstrate greater reading fluency of Elizabethan English
- CO3 - Analyze Shakespeare's plays for their structure and meaning, using correct terminology
- CO4 - Analyze the evolution of the national sensibility through perceiving works of British literature.
- CO5 - Evaluate dramatic techniques and elements in relation to themes and character development.
- CO6 - Discuss the range of terms and concepts pertaining to the British literary studies.

PRESCRIBED TEXT

- DeMaria Jr, Robert. British Literature 1640-1789: An Anthology. John Wiley & Sons, 2016.

TEXT / REFERENCE BOOKS

1. Joyce, James. The Dead and Other Stories: A Broadview Anthology of British Literature Edition. Broadview Press, 2014.
2. Cavanagh, John. British theatre: Mottisfont, Romsey, Hampshire: Motley, 1989.
3. Phillips, Helen, and Nick Havely, eds. Chaucer's Dream Poetry. Routledge, 2016.
4. Baldwin, Dean. Art and commerce in the British Short Story, 1880–1950. Routledge, 2015.
5. Brantlinge, Patrick. Literature and Victorian Post-colonial Studies. Edinburg University Press, 2009.

SHSB5103	POST-COLONIAL LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce the students to some major issues and problems common to literatures from across the nations.
- To develop the students' understanding of the cultural politics of imperialism.
- To trace the trajectory from the colonial subaltern's subordination to assertions of agency.
- To familiarize students to the historical, political, sociological and literary background of selected works.

UNIT 1 POETRY**9 Hrs.**

Detail: Jessie Mackey : *Noozing of the Sun God* - Nissim Ezekiel : *Farewell Party to Miss Pushpa*. T – Derek Walcott : *Ruins of a Great House*

Non-detail: David Rubadiri : *A Negro Laborer in Liverpool* - A.D Hope : *Australia*

UNIT 2 PROSE**9 Hrs.**

Detail: Chinua Achebe : *English and the African Writer*

Non-detail: Arunthathi Roy : *The End of Imagination*- Malala Yousafzai : *The Day my World Changed*

UNIT 3 DRAMA**9 Hrs.**

Detail: Fugard : *SizweBansi is Dead*

Non-detail: George Ryga :*The Ecstasy of Rita Joe* - Wole Soyinka: *The Strong Breed*

UNIT 4 FICTION**9 Hrs.**

1. George Lamming: *In the Castle of My Skin*
2. V.S Naipaul : *A House for Mr. Biswas*
3. Bapsi Sidhwala: *Cracking India*

UNIT 5 SHORT FICTION**9 Hrs.**

1. Nadime Gordimer : *Six Feet of the Country*
2. Chinua Achebe: *Dead Men's Path*
3. Jamaica Kincaid : *A Small Place*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Access a wide range of literatures, theories, approaches, specialist terminologies and research methodologies.
- CO2** - Communicate complex ideas clearly in written work, oral presentations and seminar discussions.
- CO3** - Evaluate key texts and reflective approaches towards critical methodologies.
- CO4** - Analyze original research ideas upon current scholarship.
- CO5** - Promote research skills.
- CO6** - Prepare academic life through extra-curricular initiatives such as seminars and workshops.

PRESCRIBED TEXT

- Ramone, Jenni. Postcolonial theories. Bloomsbury Publishing, 2017.

TEXT / REFERENCE BOOKS

1. Gandhi, Leela. Postcolonial theory: A critical introduction. Columbia University Press, 2019.
2. Young, Robert JC. Postcolonialism: An historical introduction. John Wiley & Sons, 2016.
3. Mongia, Padmini, ed. Contemporary postcolonial theory: A reader. Routledge, 2021.
4. 5. C.L, Innes. The Cambridge Introduction to Postcolonial Literatures in English. Cambridge University Press, 2007.
5. Nayar, Pramod K. Postcolonial Literature: an introduction. Pearson Education India, 2008.

SHSB5104	CULTURAL STUDIES	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To Introduce students to significant debates and theorists within Cultural Studies
- To enable students to engage with these debates from their own immediate vantage points
- To familiarize students to core methodologies of narrativising the past and the present through a Cultural Studies approach.
- To familiarize theories that have influenced Cultural Studies.

UNIT 1 INTRODUCING KEY TERMS TO CULTURAL STUDIES 9 Hrs.
 Representation - Culturalism - Marxism and cultural Studies - Power Texts and Readers - Subjectivity and Identity.

UNIT 2 INTRODUCING KEY TERMS TO CULTURAL STUDIES 9 Hrs.
 Subjectivity and Identity - Popular and Mass Culture - The Frankfurt School - Ethnography

UNIT 3 THE IDEA OF CULTURAL STUDIES 9 Hrs.
 The Idea of Cultural studies by *Terry Eagleton* - Versions of culture - Culture and Nature – Towards a Common Culture

UNIT 4 SUBALTERN STUDIES 9 Hrs.
Gayatri Chakravorty Spivak Can the Subaltern Speak.?
 Asian Studies Art and Culture - Asian Studies Literary Criticism

UNIT 5 THE POLITICS OF IDENTITY 9 Hrs.
 • Ambedkar, BR: Extracts from *Anihilation of Caste*.
 • Guru, Gopal *Liberal Democracy in India and the Dalit Critique*

COURSE OUTCOME

On completion of the course, student will be able to

- CO1** - Understand Cultural Studies approaches to reflect upon our own immediate contexts through assignments and class exercises.
- CO2** - Ascertain adequate understanding of and familiarity with the core debates within the discipline through written submissions and class presentations
- CO3** - Develop habits of independent learning through research projects and critical analysis.
- CO4** - Critically engage with representations of the past in the present and use the evidence in interrogating historical accounts and memory.
- CO5** - Critically analyse theories that have influenced Cultural Studies .
 Analyze the cultural and historical significance of myths

PRESCRIBED TEXT

- Vinay Lal *South Asian Cultural Studies: A Bibliography*. Publisher: Manohar, New Delhi, 1996.
- Prasad M Madhava: *Cultural Studies in India: Reasons and a History*. Oxford University Press .. 2002.

TEXT / REFERENCE BOOKS

1. Romila Thapar *On Nationalism* Lulu.com 2016
2. Aldred, Gavin. *Indian Firework Art*. Trafalgar Square, 2000.
3. Apollonius Rodius Race William H Argonautica. Harvard University Press, 2009
4. Alexandra Wangler *Rethinking History, Reframing Identity* Publisher, VS Verlag für Sozialwissenschaften 2012.
5. Paul Gilroy *The Black Atlantic* Harvard University Press and Verso Books 1993
6. Brooker, Peter. *A Glossary of Cultural Theory*. Arnold, London.2000.

SHSB5105	ENGLISH FOR TECHNOLOGY	L	T	P	EL	Credits	Total Marks
		3	0	0	1	3	100

COURSE OBJECTIVES

- To make students aware of appropriate learning technologies
- To train the learners the creation of digital content for the Internet
- To provide access to a variety of innovative solutions of learning and achievement
- To encourage and enhance students through interactive, multimedia pages

UNIT 1 DIGITAL MEDIA**9 Hrs.**

Introduction to Internet & World Wide Web - Creating and Managing Email Accounts – Future of digital media - Using audio and video to learn vocabulary and grammar.

UNIT 2 ONLINE STRATEGIES**9 Hrs.**

Online Tools and Applications -Writing online tests - Fundamentals of online communication– Developing LSRW skills - Posting Online feedback for any article.

UNIT 3 WRITING FOR THE SCREEN**9 Hrs.**

Writing effective headlines - Writing Advertisements - Filling an online application - Difference in writing styles between Print, Electronic and Digital Media.

UNIT 4 SOCIAL MEDIA STRATEGIES**9 Hrs.**

Need for social media- merits and demerits-Creating Accounts - On line Groups -Twitter- Face book - Skype- Linked in - Research Gate-You Tube – Flicker.

UNIT 5 WRITING FOR INTERACTIVE MEDIA**9 Hrs.**

Projects – Creating PowerPoint Presentation and uploading – Creating Blogs and uploading data.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Get knowledge on Technology and Digital Literacy
- CO2 - Apply online tools and strategies and enjoy working in an online environment
- CO3 - Write, create and complete the assignments online
- CO4 - Create accounts in various social networks and to handle the common platform carefully.
- CO5 - Create PPT, Blogs, HTML pages and upload in the website.
- CO6 - Use social media productively and effectively.

PRESCRIBED TEXT BOOK

- The Internet and the Language Classroom – A Practical Guide for Teachers – II Edition –Gavin Dudency , Cambridge University Press, 2007.

TEXT / REFERENCE BOOKS

1. Rich, Carole. Writing and reporting news: A coaching method. Cengage Learning, 2015.
2. Buchi, Massimiano, and Brian Trench, eds. *Routledge handbook of public communication of science and technology*. Routledge, 2021.
3. Curran, James, Natalie Fenton, and Des Freedman. *Misunderstanding the internet*. Routledge, 2016.
4. Sherry, S. Yu, and Matthew D. Matsaganis, eds. *Ethnic media in the digital age*. Routledge, 2018.
5. Pertti, Anna Cristina. *Media anthropology for the digital age*. John Wiley & Sons, 2018.

SHSB5106	MYTH IN LITERATURE	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To give students an overview of the mythology of various selected cultures and shows the relation of mythology to our everyday lives.
- To learn about Myth and Literature in a broader perspective.
- To Identify the structure of classical mythology in literature.
- To study the unconscious human truths of myth, which are prior to knowing.

UNIT 1**9 Hrs.**

Definition of Myth -Olympian Gods - (Roman Equivalents are given in brackets) Zeus (Jupiter), Hera (Juno), Poseidon (Neptune), Demeter (Ceres), Hestia(Vesta), Aphrodite (Venus), Ares (Mars), Hephaestus (Vulcan), Apollon (Apollo), Artemis (Diana), Athena (Minerva), Hermes (Mercury), Dionysus (Bacchus)

UNIT 2**9 Hrs.**

Myth and Psychoanalysis C. G. Jung, Archetypes
Oedipus and Family Myth Sophocles' Oedipus Rex
 William Shakespeare- Orpheus

UNIT 3**9 Hrs.**

W. B. Yeats- *Leda and the Swan*
 Alexander Pope: *The Rape of the Lock*

UNIT 4**9 Hrs.**

Percy Bysshe Shelley: *Prometheus Unbound*

UNIT 5**9 Hrs.**

Margaret George: *Helen of Troy*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Recognize the relationship between mythology and literature.
- CO2 - Explain how literary myths reflect societal rituals and ways of life in various
- CO3 - Identify recurring mythological themes and motifs in traditional world and modern culture.
- CO4 - Analyse different mythical characters in literature.
- CO5 - Criticize the mystery of nature, existence or the universe with no true basis is fact.
- CO6 - Develop a cross – cultural perspective on myths, cultures.

TEXT BOOKS

- Graves, Robert. *The Greek Myths*. Penguin

TEXT / REFERENCE BOOKS

1. Erdrich, Louise. The Antelope Wife: A Novel. New York: HarperCollins, March 1998
2. Dundes, Alan, ed. Sacred Narrative: Readings in the Theory of Myth. Berkeley: University of California Press, 1984.
3. Leeming, David Adams. The World of Myth. New York: Oxford University Press, 1990.
4. Lévi-Strauss, Claude. Myth and Meaning. New York: Schocken Books, 1995.
5. *Acquainted With the Night* by Christopher Dewdney 2004

SHSB5107	PRINCIPLES AND PRACTICES OF ELT	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

Course Objectives:

- To introduce the students to basic principles, theories and practices in ELT
- To enable the students to identify changes that took place over a period of time in ELT
- To enable the students to appraise ELT tasks through practical guidelines
- To acquire hands-on experience in developing activities for teaching LSRW skills

UNIT I: English in India **9 Hrs**

Problems of ELT in India, A Historical Review of ELT- A History of ELT from the 1880s to early eighties, Landmarks in the History of ELT, Michael West the Reading Method (1926), The MELT campaign (1952), The Role of English in India Today, the Future of English in India, Language Learning and Teaching, Major Theories of Language Acquisition, Behaviourism, (Environmentalist Theory), Cognitive Theory, Humanism, Factors that Contribute to the Success and Failure of Language Learning

UNIT II – Language Acquisition **9 Hrs**

Theoretical Perspectives-First Language Acquisition, Stages of L1 Acquisition, Second Language Learning - Implications of L1 Acquisition to L2 Learning, Factors Affecting Second Language Learning, Major Theories of Second Language Acquisition -The Acculturation Model (Schumann. 1978), Accommodation Theory (Giles and Byrne, 1982), Discourse Theory (Hatch, 1976), The Monitor Model (Krashen, 1985), The Variable Competence model (Ellis, 1984) The Universal Hypothesis (Wode, 1980), The Neurofunctional Theory (Lamendella, 1977)

UNIT III: Approaches to Teaching Language **9 Hrs**

Basic Concepts - Curriculum vs. Syllabus, Principles of curriculum planning, Syllabus types, ELT syllabuses – A Review, Guidelines for Syllabus evaluation, Approaches and Methods in ELT, The Grammar Translation Method, The Direct Method, The Oral Approach, Audio-lingualism, The Structural Approach, The Communicative Approach, The Humanistic Approaches, Total Physical Response, The Silent way, Communicative Language Teaching, The Task-Based Language Teaching, Recent Trends in Second Language Teaching, The Teacher and the Learner, Teachers' attitudes to teaching, The Learner -Back background, needs motivation for learning the English Language, Blooms Taxonomy of Learning Domains

UNI IV: Developing English Language Skills -LSRW , Grammar & Vocabulary **9 Hrs**

Developing Listening skills, Types of listening, Barriers to listening, Teaching methods - Casual and Focused listening, Story-based method, Task-based teaching, Problems of Teaching Oral Communication, Contexts of Speaking, A natural process of developing Spoken skills through exposure and use specific methods and techniques, Developing Reading skills, Purpose of Reading, Kinds of Reading- Loud and Silent Reading, Classroom approaches to teaching Reading, Problems in Teaching Writing- The shortest UNIT of writing - The paragraph, Types of writing, The functions of writing, The audience or the reader of written texts, Three Definitions of Grammar, Methodology of Grammar Teaching, Teaching Vocabulary, Types of Vocabulary, Some Techniques for Teaching Vocabulary, Selecting vocabulary & presenting

UNIT V: Research in ELT**9 Hrs**

Basic Concepts of language testing, Action Research, Case study, Survey, Presenting papers - Writing an Abstract, Setting Goals, Continuing Professional Development – Stages

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

- CO1:** Identify the complexity of teaching English language as a second language
- CO2:** Demonstrate the concepts, theories, and methodologies used in ELT
- CO3:** Describe the processes of language acquisition
- CO4:** Acquire the relevant awareness regarding inculcating LSRW skills.
- CO5:** Apply their understanding of ELT to career prospects
- CO6:** Involve in scholarly participation in the field of English Language Teaching

TEXT / REFERENCE BOOKS:

1. Saraswathi . V. English Language Teaching – Principles and Practices. Orient Longman. Hyd. 2006.
2. Harmer .J. The Practice of English Language Teaching. Harlow, Essex: Pearson Education. 2007
3. Richards & Rodgets, TS Approaches and Methods in Language Teaching. Cambridge, Cambridge University Press. 2001
4. Ur.P..A Course In Language Teaching- Practice and Theory, Cambridge: CUP. 1991
5. Ur. P .Grammar Practice Activities, Cambridge, Cambridge University Press. 1988.
6. Lewis, M. The Lexical Approach. London: Language Teaching Publications
7. Krashen , S. 1982.Principles and Practice Second Language Acquisition. Oxford. Pergamon
8. Munby, J.1978. Communicative Syllabus Design. Cambridge. Cambridge University Press
9. Prabhu, NS. Second Language Pedagogy. Oxford: Oxford University Press. 1987

SHSB5201	CONTEMPORARY LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To develop the ability to appreciate contemporary
- To identify the works of contemporary literature in social and political point of view.
- To develop the skill in contemporary literary publishing milieu.
- To analyse the genre of various contemporary literature.

UNIT 1 POETRY**9 Hrs.****Detailed:** Derek Walcott: *A Far Cry from Africa* - Seamus Heaney: *Black Berry Picking***Non- Detailed:** Maya Angelo : *I know Why the Caged Bird Sings* - Keki.N. Daruwalla :*The Epileptic* – R. Parthasarathy: *Lines for a Photograph***UNIT 2 PROSE****9 Hrs.****Detailed:** Salman Rushdie : *Joseph Anton: A Memoir***Non- Detailed:** Arundati Roy: *The Bomb and I* - Alice Walker: "In search of our Mothers' Gardens" (Chapter in *In search of our Mothers' Gardens*)**UNIT 2 FICTION****9 Hrs.**Manjula Padmanabhan : *Harvest* - Girish Karnad : *Tale Danda* - Mahesh Dattani : *Seven Steps around the Fire*.**UNIT 4 DRAMA****9 Hrs.****Detailed:** Yann Martel: *Life of Pi***Non-Detailed:** Margret Atwood: *Handmaid's tale* - Doris Lessing : *The Golden Notebook***UNIT 5 SHORT STORY****9 Hrs.**

1. Doris Lessing: *Through the Tunnel*
2. Alice Munro : *The Eye*
3. Chinua Achebe : *Marriage is a Private Affair*
4. Patrick White : *A Glass of Tea*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Describe a working knowledge of the cultural and historical contexts.
- CO2** - Explain distinct literary characteristics of contemporary literature.
- CO3** - Explore literary works from various genres for their structure and meaning.
- CO4** - Elaborate contemporary literature.
- CO5** - Analyse the various genre of contemporary literature.
- CO6** - Approach various contemporary texts with contemporary literary theory and criticism.

TEXT / REFERENCES BOOKS

1. *Joseph Anton: A Memoir* - Salman Rushdie - Knopf Canada, 2012.
2. Vermeulen, Pieter. *Contemporary literature and the end of the novel: Creature, affect, form*. Springer, 2015.
3. Thacker, Robert. *Reading Alice Munro*, 1973-2013. University of Calgary Press, 2016
4. Sage, Lorna. *Doris Lessing*. Routledge, 2019.
5. Tampubolon, Bernand Mardianus. "Book Review "Life of Pi" by Yann Martel." LANTERN (Journal on English Language, Culture and Literature) 5.2 (2016).

SHSB5202	CANADIAN LITERATURE	L 4	T 0	P 0	EL 0	Credits 4	Total Marks 100
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OBJECTIVES

- To introduce students to the works of eminent Canadian Writers.
- To make them understand that Canadian Literature can be interesting by reading different genres
- To enable the students to understand the cross cultural and historical approaches to the works by major writers of Canada
- To understand the role of Canadian literature in developing a national identity beyond serious themes like settlement, aborigines and racism.

UNIT 1 POETRY 9 Hrs.

Detailed: F.R. Scott: *The Canadian Authors Meet* - Earle Birney: *The Bear on the Delhi Road* –

Dorothy Livesay: *Green Rain*

Non-Detailed: A.J.M. Smith: *Ode on the Death of W.B. Yeats* - A. J. M. Smith: *Live as Old Proud King in Parable*

UNIT 2 PROSE 9 Hrs.

Detailed: Louis Dudek: *Poetry in English*

Non-Detailed: George Woodcock: *Away from Lost Worlds: Notes on the Development of Canadian Literature*

UNIT 2 DRAMA 9 Hrs.

Detailed: George Ryga: *Indian*

Non- Detailed: Robertson Davies: *At my Heart's Core* - Judith Thompson: *Lion in the Streets*

UNIT 4 FICTION 9 Hrs.

Margaret Lawrence: *Stone Angel* - Michael Ondaatje: *In the Skin of a Lion*

UNIT 5 SHORT FICTION 9 Hrs.

Margret Atwood: *Rape Fantasies* - Alice Munro: *Runaway* - Margret Atwood: *Happy Endings*

COURSE OUTCOMES

Upon the completion of the course, the students will be able to

- CO1** - Identify representative authors and texts in Canadian literature from the Confederation period to the present day.
- CO2** - Describe major genres and literary techniques that have influenced the development of Canadian literature.
- CO3** - Analyse the development of Canadian literature from its origins as an outgrowth of British literature to its establishment as a discrete national literature with its own distinct voice and set of traditions.
- CO4** - Formulate sustained and logical arguments that build on textual evidence.
- CO5** - Manifest themselves in a variety of written forms, such as expository essays, encyclopaedia articles, and online discussion forums.
- CO6** - Critically grasp the major methodological approaches and schools of thought in Canadian literature.

REFERENCES

1. Hoy, Helen. How should I read these?: Native women writers in Canada. University of Toronto Press, 2001.
2. Buchholtz, Mirosława, ed. Alice Munro: Understanding, Adapting and Teaching. Springer, 2016.
3. Scheckels, Theodore F. The political in Margaret Atwood's fiction: the writing on the wall of the tent. Routledge, 2016.
4. Stephenson, Jenn. Performing Autobiography: Contemporary Canadian Drama. University of Toronto Press, 2013.
5. Brown, Robert Craig, and Ramsay Cook. Canada 1896-1921: A nation transformed. Vol. 14. McClelland & Stewart, 2016.

SHSB5203	ENGLISH FOR CAREER DEVELOPMENT	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To provide sufficient practice in English Grammar
- To improve soft skills for career growth.
- To upgrade existing LSRW skills.
- To offer self-assessment preferences for employability skills.

UNIT 1 LANGUAGE APPLICATION & INTRODUCTION TO EMPLOYABILITY SKILLS**9 Hrs.**

Changing one form of speech into another – Tenses – Punctuation – Error Correction – Question Tags – One word substitution – Plural words – idioms & phrases - Introduction to Soft Skills - Communication techniques - Types of Communication – Verbal Communication - Nonverbal Communication - Corporate Communication

UNIT 2 LISTENING & SPEAKING SKILLS**9 Hrs.**

Listening & understanding - Speaking clearly & directly - Self-Introduction -Talking about likes and dislikes - Listening for specific information- Group Discussion- Types of Job Interviews- Making oral presentations - PowerPoint Presentations - Telephonic Conversation - Public Speaking Techniques – giving extempore speech

UNIT 2 READING & WRITING SKILLS**9 Hrs.**

Writing to the needs of the audience - Degree of Comparison – Reported Speech - Transformation of Sentences - Formal and informal emails - formal and informal report writing - Instructions and recommendations - Preparation of User Manual on Engineering Equipment - Comprehension strategies- Reading independently - Reading and Summarizing.

UNIT 4 INCORPORATING EMPLOYABILITY SKILLS**9 Hrs.**

Personality - Integrity, adaptability, -Peoples skills- teamwork, communication, respect- Workplace skills- Interpersonal skills- Initiative and enterprise-Professional skills – Formal and informal letters - Building a Resume – Preparation of Covering Letter - Learning Technology - Presenting Data as reports and pictorial representation.

UNIT 5 ELIGIBILITY FOR EMPLOYMENT**9 Hrs.**

Inter-personal skills - Organizational skills – Team building and playing skills – Leadership skills - Skills in critical reasoning - IT skills - Group Task - Numeracy Skills – Critical Thinking Skills - Analytical Skills.

COURSE OUTCOMES

Upon the completion of the course, the learners will be able to communicate,

- CO1 - Acquire required language skills for job market.
- CO2 - Be familiar with Soft Skills & Employability Skills
- CO3 - Comprehend immense knowledge on Communication Skills
- CO4 - Gain knowledge in professional writing and its techniques
- CO5 - Experience the real environment of job interviews
- CO6 - Apply elements of Critical reasoning & Analytical Skills

REFERENCES

1. Suleman, Fátima. "The employability skills of higher education graduates: insights into conceptual frameworks and methodological options." *Higher Education* 76 (2018): 263-278.
2. Tulgan, Bruce. *Bridging the soft skills gap: How to teach the missing basics to todays young talent*. John Wiley & Sons, 2015.
3. Trought, Frances. *Brilliant employability skills: How to stand out from the crowd in the graduate job market*. Pearson UK, 2017.
4. Corradini, Erika, Kate Borthwick, and Angela Gallagher-Brett, eds. *Employability for languages: a handbook*. Research-publishing. Net. 2016.

SHSB5204	COMPUTER ASSISTED LANGUAGE LEARNING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To promote learner autonomy and to support various learning styles and strategies
- To analyse and evaluate the pedagogic potential of digital technology and media for language learning, teaching, and instructing
- To use a variety of strategies to increase pupils' enjoyment of writing in English and other languages
- To critically consider the growth of professional digital competence in English and foreign language teaching.

UNIT 1 AN OVERVIEW**9 Hrs.**

Development of Information Technology (IT) - Definition of CALL - CALL theory, Frameworks, and Concepts - CALL and Computational linguistics - History of CALL Phases - Approaches to CALL - CALL methodology - Uses of CALL in English Language Teaching.

UNIT 2 ELECTRONIC LITERACY**9 Hrs.**

Computer Communication - Software design and pedagogy - Types of CALL - Effective online teaching- Using Multimedia and Internet - Technology Enhanced Language Learning (TELL) - Web-enhanced Language Learning (WELL) - Network-based Language Learning (NBLL) - Mobile Assisted Language Learning (MALL).

UNIT 3 CALL DESIGN**9 Hrs.**

CALL programs and applications - CALL and language skills - Listening, speaking and pronunciation - Reading and writing - Grammar, vocabulary and data-driven learning - Learner training and autonomy- Teacher education – Change of roles for teachers and students - Evaluation and feedback.

UNIT 4 CALL RESEARCH**9 Hrs.**

Complexities of theory in CALL - Technologies used in CALL - Internet based CALL - Trends - Issues- Problems and criticisms of CALL instruction- Conventional teaching vs CALL teaching: Comparison Research - Professional development – Limitations.

UNIT 5 CURRENT PRACTICES AND FUTURE DIRECTIONS**9 Hrs.**

Future of CALL - Theory and Practice in CALL in Future- CALL software- Research on CALL – Practical application using digital lab- Inbuilt Learning activities - Professional associations - Self-directed learning.

COURSE OUTCOMES

With the completion of the course, the learner will be able to:

- CO1 - Use their knowledge and skills in digital production, communication and collaboration, assessment and societal influence
- CO2 - Apply various approaches for developing students' joy of writing in English and foreign languages
- CO3 - Analyse and critically assess digital technology and media's didactic potential for language learning, teaching, and instruction
- CO4 - Analyse relevant subject-specific and research-ethical issues within computer-assisted language learning
- CO5 - Possess thorough knowledge about the relationship between writing and learning.
- CO6 - Analyse pedagogical research with unique classroom techniques.

PREScribed TEXT

- Hardisty, D., & Windeatt, S. (1990). *Call: Computer assisted language learning*. Oxford University Press.

TEXT / REFERENCES BOOKS

1. Beatty, Ken *Teaching and Researching Computer-Assisted Language Learning* (2nd edition). London: Pearson. (2010).
2. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Washington DC: Georgetown Univ. Press. (2012).
3. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* (includes CD-ROM). White Plains, NY: Pearson Education. (2008).
4. Egbert, Joy *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, VA: TESOL. (2005).

SHSB5205	WRITING FROM THE MARGINS	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To create awareness of such a class in existence.
- To know their cultural settings and social background.
- To learn to empathize with the pains and problems of the marginalized.
- To introduce the students to the varieties of marginal writings

UNIT 1**9 Hrs.**

Introduction -writing from the margins-issues of exclusion-hierarchy-opposition-Movements-The politics of caste, class, gender, sexuality and race.

UNIT 2**9 Hrs.**

Bama: *Karukku*.

Gopal Guru: "*Dalit Women Talk Differently*".

Thiong'o, Ngugiwa: "*Decolonising the Mind*."

UNIT 3**9 Hrs.**

Namdeo Dhasal: "*Cruelty*".

Judith Wright: "*Naked Girl and Mirror*".

Adrienne Rich: "*Sleeping , turning on twin like planets Across a city from you I am with you*".

UNIT 4**9 Hrs.**

Narayan: "The Araya Woman: Kocharethi".

E M Forster: Maurice.

UNIT 5**9 Hrs.**

Hoshang Merchant: "Teacher's Story".

Badal Sircar: *EvamIndrajit*.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1** - Analyze cultural settings and social background.
- CO2** - Critically expose the students to the lives and cultures of exclusion.
- CO3** - Critical appreciation of situation trauma of humanity.
- CO4** - Develop a critical sensibility of the Centre and the periphery.
- CO5** - Develop students to discrimination on economic growth and poverty.
- CO6** - Analyze the political participation and on the well –being of marginalized social groups

TEXT / REFERENCES BOOKS

1. Tharu, Susie and K. Lalita, eds. *Women Writing in India: 600 BC to the Present*. 2 vols. 1991. Delhi: Oxford UP, 1993.
2. Eagleton, Mary, ed. *Feminist Literary Theory: A Reader*. 1986. Oxford: Blackwell, 1999. Print.
3. Irigaray, Luce. *This Sex which is Not One*. Trans. Catherine Porter and Carolyne Burke. New York: Cornell UP, 1985.
4. Kristeva, Julia. *Desire in Language: A Semiotic Approach to Literature and Art*. 1969. Ed. Leon S. Roudiez. Trans. Thomas Gora and Alice A. Jardine. New York: Columbia UP, 1980.
5. Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. 1985. New York: Routledge, 2002

SHSB5301	TWENTIETH CENTURY ENGLISH LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To acquaint students with major trends in English during the 20th century
- To enable students to read and appreciate poems 20th century literature.
- To cultivate a sense of understanding by the exposure to 20th century literature.
- To enable to discuss in relation to the form and content along with the sociocultural contexts

UNIT 1 POETRY 9 Hrs.

Detail: 1. T.S. Eliot : *The Waste Land* - W.B Yeats : *Sailing to Byzantium*

Non-detail: 1. Philip Larkin : *Church Going* - Wilfred Owen : *Anthem for doomed youth*

UNIT 2 PROSE 9 Hrs.

Detail: 1. E.M. Forster : *What I believe*

Non-detail: Arnold Tony bee : *India's Contribution to world* - G.K. Chesterton : *What I found in my pocket*

UNIT 2 DRAMA 9 Hrs.

Detail: 1. G.B. Shaw : *Pygmalion* -

Non-detail: 1. T.S. Eliot : *Murder in the Cathedral* - Samuel Beckett: *Waiting for Godot*

UNIT 4 FICTION 9 Hrs.

1. Arthur Conan Doyle : *Hound of the Baskervilles*

2. William Somerset Maugham: *The Razor's Edge*

3. Kingsley Amis : *Lucky Jim*

UNIT 5 SHORT STORIES 9 Hrs.

1. Arthur C Clarke : *The Sentinel*

2. Patrick O'Brian : *A Passage of the Frontier*

3. John Wyndham : *Consider Her Ways*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Define distinct literary characteristics of contemporary literature
- CO2** - Explain how 21st century culture, trends, and historical events affect the literature produced today.
- CO3** - Identify distinct literary characteristics of modern literature.
- CO4** - Analyze poetic works for their structure and meaning, using correct terminology.
- CO5** - Discuss ideas related to modern works during class and group activities.
- CO6** - know the cultural, political, and stylistic protocols of modernism and its various literary moments.

PRESCRIBED TEXT

- Jain, Usha *Twentieth Century English Literature*. Vayu publications.2007.

TEXT / REFERENCES BOOKS

1. Das ,Bijay Kumar. *Twentieth Century Literary Criticism Paperback* .Atlantic publications. 2014.
2. Ramachandran, C.N. ,*Five Centuries of Poetry*. Macmillan publications. 2008.
3. Doyle , Sir Arthur Conan ,*The Hound of The Baskervilles Paperback* –2019.
4. NayarM.G.ed. *A Galaxy of English Essayists from Bacon to Beerbohm*. Macmillan publications. 2014.
5. Lodge David. *Twentieth Century Literary Criticism*, Macmillan publications. 2006.

SHSB5303	WOMEN'S WRITING	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To read and analyse literary texts with increased skill and insight.
- To identify the central points of a selection of feminist theory to use it as a context for reading literary texts.
- To trace the historical development of women's writing and the need for evolution of feminist thinking
- To discuss the universal relevance of feminist work.

UNIT 1 POETRY 9 Hrs.

1. Marianne Moor: *Poetry*,
2. Adrienne Rich: *Aunt Jennifer's Tigers*,
3. Kamala Das: *The Old Playhouse*
4. Sylvia Plath: *Medusa*,
5. Kishwar Naheed: *I am not That Woman*

UNIT 2 ESSAYS 9 Hrs.

1. Virginia Woolf: *Shakespeare and his sister* (Excerpt from A Room of One's Own)
2. Alice Walker: *In Search of our Mothers Gardens* (From in Search of Our Mother's Gardens)
3. Sojourner Truth: *Ain't I a women?*
4. Mary Wollstone Craft: *Vindication of the Rights of Women: Structure on Political and Moral Subjects*
(Ch-13 Pg. 273-275 only)

UNIT 3 DRAMA 9 Hrs.

1. Lorraine Hansberry: *A Raisin in the Sun*,
2. Susan Glaspell: *Trifles*,
3. Sarah Ruhl: *The Clean House and the other plays*

UNIT 4 FICTION 9 Hrs.

Charlotte Bronte: *Jane Eyre*, Margret Laurence: *The Diviners*, Virginia Wolf: *Mrs Dalloway*

UNIT 5 SHORT STORY 9 Hrs.

Katherine Mansfield: *The Garden Party*, Charlotte Perkins: *The yellow wallpaper*, Ambai: *Forest*

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Recognize themes, and narrative strategies of English-language feminist fiction
- CO2** - Analyse and engage in theoretical and scholarly debates about feminist fiction.
- CO3** - Perceive connections among literary texts across genres, historical periods, and/or cultural contexts
- CO4** - Perform independent research to supplement the course material
- CO5** - Analyse different kinds of literary analyses, such as thematic, technical, or theoretical
- CO6** - To Deepen the wide knowledge about feminist writing through various female writers

TEXT / REFERENCES BOOKS

1. Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978. Literature and Gender. New York: 1996.
2. Showalter, Elaine. *The Vintage Book of American Women Writers*. United States, Vintage Books, 2011.
3. Greer, Germaine, et al. *The Cambridge guide to women's writing in English*. Italy, Cambridge University Press, 1999.
4. Gaur, Rashmi. *Women's Writing*. India, Sarup Book Publishers Pvt. Limited, 2003
5. Gaskell, Susan. *Trifles*. Los Angeles, LA Theatre Work publication, 1916

SHSB5304	GENDER STUDIES	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVE

- To explore the theoretical deployment of gender and its role in social contexts and across several historical periods.
- To familiarize the students with the notions of biological differences, epistemologies and histories related to power structure.
- To offer an interdisciplinary explanation of gender and sensitise the students about the problems of women and their reactionary responses in their writings.
- To learn about Queer studies and other genders

UNIT 1 POETRY**9 Hrs.****Detailed:** Alice Walker: *Before you knew you owned it*, - Maya Angelou : *Still I Rise***Non-Detailed:** Lakshmi Kannan : *She* - Kalki Subramaniam : *Phallus, I Cut***UNIT 2 PROSE****9 Hrs.****Detailed:** Hélène Cixous – *The Laugh of Medusa***Non- Detailed:** Annamarie Jagose: *Queer Theory: An Introduction***UNIT 3 DRAMA****9 Hrs.****Detailed:** Lorraine Hansberry : *A Raisin in the Sun***Non- Detailed:** Lynn Notage : *Ruined* - Manjula Padmanabhan: *Harvest***UNIT 4 FICTION****9 Hrs.**Chitra Banerjee Divakaruni: *The Palace of Illusions*Manobi Bandopadhyay : *A Gift of Goddess Lakshmi*Laxmi Narayan Tripathi: *Me Hijra, Me Laxmi***UNIT 5 SHORT STORY****9 Hrs.**Vandana Singh: *The Woman Who Thought She Was a Planet*Virginia Woolf: *The Mark on the Wall*Chitra Banerjee Divakaruni: *Arranged Marriage: A perfect Life***COURSE OUTCOMES**

On completion of the course, student will be able to

- CO1 - Retrieve the ability to conduct an interdisciplinary analysis of gender studies.
- CO2 - Restate the position of gender on the lives of the individuals.
- CO3 - Outline a body of knowledge about the social construction of sex and gender.
- CO4 - Analyse socio-historical and contemporary power dynamics underpinning group relations, social institutions, and systems of representation
- CO5 - Perceive feminism in its diverse cultural contexts.
- CO6 - Apply theoretical frameworks of feminism, gender and women's studies, queer studies, sexuality studies.

TEXT / REFERENCES BOOKS

1. Manobi Bandopadhyay, *A Gift of Goddess Lakshmi*, Penguin Random House India, 2017.
2. Pilcher, Jane, and Imelda Whelehan. *Key concepts in gender studies*. Sage, 2016.
3. Cranny-Francis, Anne, et al. *Gender studies: Terms and debates*. Bloomsbury Publishing, 2017.
4. Oyewumi, Oyerinde, ed. *African gender studies: A reader*. Springer, 2016.

SHSB5305	LITERARY THEORIES AND ITS APPLICATIONS	L	T	P	EL	Credits	Total Marks
		4	0	0	1	4	100

COURSE OBJECTIVES:

- To facilitate students' understanding of key literary theories and their relevance.
- To keep up with the ever-growing trends in literary studies.
- To approach a literary text with a critical and philosophical understanding.
- To develop a keener and more nuanced sense of understanding towards literature and its relevance to life

UNIT 1 Existentialism**9 Hrs.**Jean-Paul Sartre- *Being and Nothingness*Albert Camus- *The Myth of Sisyphus***UNIT 2 Nihilism****9 Hrs.**Friedrich Nietzsche- *Beyond Good and Evil: Prelude to a Philosophy of the Future*Fyodor Dostoevsky- *Crime and Punishment***UNIT 3 Hyperrealism****9 Hrs.**Jean Baudrillard – *Symbolic Exchange and Death*Ray Bradbury – *Fahrenheit 451***UNIT 4 Feminism****9 Hrs.**Simone de Beauvoir- *The Second Sex*Chitra Banerjee Divakaruni- *The Forest of Enchantments***UNIT 5 Queer Theory****9 Hrs.**Eve Kosofsky Sedgwick- *Epistemology of the Closet*Sappho - *Ode to Aphrodite***COURSE OUTCOME:**

Upon the completion of this course, students will be able to

- CO1:** Evaluate the merits of theoretical arguments and their application to literature.
- CO2:** Analyse literary works through a critical and philosophical lens.
- CO3:** Apply the lessons learned through theories in day-to-day life
- CO4:** Identify the key benefactors of literary theories and their relevance to literature.
- CO5:** Develop a deep sense of critical perspective towards literature.
- CO6:** Inculcate a critical outlook toward the merits and demerits of a literary text.

TEXT / REFERENCE BOOKS:

1. Cahoon, Lawrence E. From Modernism to Postmodernism: An Anthology. Blackwell, 2002.
2. Rivkin, Julie, and Michael Ryan. Literary Theory, an Anthology. Blackwell, 1998.
3. Barry, Peter (2002), Beginning Theory: "An Introduction to Literary and Cultural Theory". Manchester and New York: Manchester University Press.
4. Jameson, Fredric. "Postmodernism, or the cultural logic of late capitalism." *Postmodernism*. Routledge, 2016. 62-92.
5. Baudrillard, Jean. "The hyper-realism of simulation." *Jean Baudrillard: selected writings* 143 (1988): 147.

SHSB5401	FEMINIST LITERATURE	L	T	P	EL	Credits	Total Marks
		4	0	0	0	4	100

COURSE OBJECTIVES

- To introduce students to important writings by female authors.
- To identify various critical theories, such as feminism, Ecofeminism and new criticism.
- To develop critical and analytical reading and writing skills through women's literary works.
- To enhance students' knowledge on the spectrum of women's writing.

UNIT 1 POETRY 9 Hrs.

Detail: 1. Mary Elizabeth Coleridge: *The Other Side of a Mirror*
2. Sylvia Plath: *Lady Lazarus*

Non-detail: 1. Eunice De Souza: *Advice to Women*
2. Sarojini Naidu: *The Queen's Rival*

UNIT 2 PROSE 9 Hrs.

1. Joyce Carol Oates: *Against Nature*
2. Virginia Woolf: *Professions for Women*
3. Margret Atwood: *Attitude*

UNIT 3 DRAMA 9 Hrs.

Detail: 1. Aphra Behn: *The Rover*
Non-detail: 1. Alice Childress: *Wedding Band: A Love-Hate Story in Black and White*
2. Ama Ata Aidoo: *The Dilemma of a ghost*

UNIT 4 FICTION 9 Hrs.

1. Hanya Yanagihara: *A Little Life*
2. Margaret Laurence: *The Diviners*
3. Githa Hariharan: *The Thousand Faces of Night*

UNIT 5 SHORT STORY 9 Hrs.

1. Charlotte Perkins Gilman: *The Yellow Wallpaper*
2. Kate Chopin: *The Story of an Hour*
3. Doris Lessing: *To Room Nineteen*

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1** - Develop knowledge of and insight into the works studied on the course exercise skills
- CO2** - Explain multiple genres of literary analysis in women's writing
- CO3** - Demonstrate understanding of critical and theoretical debates surrounding women's writing
- CO4** - Analyze research and essay writing skills.
- CO5** - Evaluate understanding of the social, political, cultural or historical conditions of women's writing.
- CO6** - Prepare and publish an article on an approved topic related to women's writing.

TEXT / REFERENCES BOOKS

1. A Testimony of our Inexhaustible Treasures", in Pandita Ramabai Works, tr. MeeraKosambi(2000)
2. Jiban in Susie Tharu and K. Lalita, eds., Women"s Writing in India, (1989)
3. Introduction", in Recasting Women: Essays in Colonial History (1989).

4. Chandra TalapadeMohanty, in Contemporary Postcolonial Theory: A Reader. (1996).
5. Feminism and Women's Writing by Nimavat, B.S. Nimavat, Dushyant

SHSB5402	RESEARCH METHODOLOGY	L	T	P	EL	Credits	Total Marks
		4	0	0	1	4	100

COURSE OBJECTIVES

- To introduce the students to the nuances of research based academic writing.
- To enable the students to understand the tools of research methodology.
- To conduct research and write the thesis for their Project.
- To familiarize the learners with the art of using different research methods and techniques

UNIT 1 WRITING 9 Hrs.

Lower Order Concerns:Tense Consistency, Using Appropriate Pronouns, Using passive sentences
Higher Order Concerns: Thesis statement, Organising the ideas, Developing the content

UNIT 2 THESIS PLANNING 9 Hrs.

Literature- Language (ELT and Linguistics) - Finding a research gap - Aims and Objectives - Hypothesis (for ELT) - Research findings -Analysis

UNIT 3 WRITING A LITERATURE REVIEW 9 Hrs.

Finding related research materials - Reading methods (skimming, scanning and note making)
- Paraphrasing and utilising appropriate quotes - Avoiding plagiarism

UNIT 4 RESEARCH METHOD 9 Hrs.

- Quantitative Method, Finding variables, Sampling method
- Qualitative Method, Selecting a literary text, Choosing literary theory
- Drafting a research methodology

UNIT 5 FORMATTING A THESIS 9 Hrs.

MLA 9th edition vs APA - Page and Chapter format, Documentation - Working Bibliography - References (of various resources)- Intext citation - Annexures and appendices- Editing the final outcome using technologies and tool.

COURSE OUTCOMES

With the completion of the course, the learner will be able to:

- CO1 - Demonstrate the ability to understand the area of research and gather relevant data.
- CO2 - Apply rules of basic research methodology and interpret the data.
- CO3 - Demonstrate the ability to analyse, integrate and create a cohesive argument.
- CO4 - Document their research with coherence and logical sequence.
- CO5 - Design research meticulously.
- CO6 - Construct the references in a professional way.

PRESCRIBED TEXT BOOK

- Kothari, Chakravanti Rajagopalachari. Research methodology: Methods and techniques. New Age International, 2004.

TEXT / REFERENCES BOOKS

1. Lipson, Charles. Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more. University of Chicago Press, 2011.
2. Russell, Tony, et al. *MLA Formatting and Style Guide*, The Purdue OWL (2010).
3. Daniel, P. Sam, and Aroma G. Sam. *Research methodology*. Gyan Publishing House, 2011.

4. Noor, Khairul Baharein Mohd. *Case study: A strategic research methodology.*" *American journal of applied sciences* 5.11 (2008): 1602-1604.
5. Onwuegbuzie, Anthony J., Nancy L. Leech, and Kathleen MT Collins. *Qualitative analysis techniques for the review of the literature.* Qualitative Report 17 (2012): 56.

SHSB5403	SOFT SKILLS	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To equip the students with the skills to effectively communicate in English
- To enrich the vocabulary of the students by employing various teaching techniques
- To enhance the presentation skills such as Interview skills, group discussions and presentation skills
- To enhance employability skills in students.

UNIT 1 INTRODUCTION TO LANGUAGE SKILLS 9 Hrs.

Listening: selected Ted Talks, Podcast - Practicing Listening

Speaking: Greeting in English, Telephonic Conversation, Agreeing and Disagreeing, Role Play

Reading: Skimming, Scanning, Intensive and Extensive reading, Global and Detailed understanding of texts - Reading Comprehension - Writing: Essay writing, Diary writing, Report writing.

UNIT 2 VERBAL ABILITY AND GRAMMAR 9 Hrs.

Vocabulary: Vocabulary learning Strategies: Parts of Speech, Contextual clues, Root word strategy, Word association, Power Words, Analogy and Sentence Completion, Blood Relations, One Word substitution, Idioms and Phrases, Antonyms and Synonyms, Para Jumbles - Grammar: Subject Verb Agreement, Common errors, Indianisms.

UNIT 3 COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT 9 Hrs.

Communication skills- Verbal and Non-verbal Communication, Interpersonal Communication, Negotiation, persuasion and influencing skills, Winning Personality, Positive self image and Negative self image, Self-Confidence and Self-esteem, Importance of Motivation, Leadership Quality, Time Management skills, Team Building, Grooming, Manners in Conversation, Crisis management skills.

UNIT 4 PRESENTATION SKILLS 9 Hrs.

Group Discussion, Interview skills: Stress Interview, Mock Interview, Preparation of Covering letter and Resume, Public speaking: Successful and effective delivery of speech, Voice Modulation, Impromptu speech, Brain storming session and feedback, Drawing audience attention & their active participation, Body Language: Forms and Parts of Body language, building interpersonal & industrial relationship, Classification of etiquette (personal, business, dining, interview, telephonic).

UNIT 5 BASIC TECHNOLOGICAL SKILLS AND PROFESSIONAL SKILLS 9 Hrs.

MS word: Working with Symbols and Pictures, Tables, Headers and Footers and other controls, Shortcuts.

MS Excel: Working with Graphics, Formatting a worksheet, Working with Charts and Other controls

MS Power point: Working with text boxes and Slides, Features, Sharing, Trouble shooting and organizational planning, Problem-solving skills, Decision making skills, Goal Setting and SWOT Analysis, Work life balance, Critical thinking.

COURSE OUTCOMES

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

- CO1** - To effectively communicate through verbal and non verbal communication
- CO2** - To construct an effective resume, covering letter and Prepare oneself to sit for an interview
- CO3** - To improve critical thinking and personality development
- CO4** - To apply various vocabulary learning strategies practically to develop communications skills
- CO5** - To equip themselves with Employability skills
- CO6** - To build confidence and professionalism in workspace.

TEXT / REFERENCES BOOKS

1. Anderson,P.V. (2007) Technical Communication, Thomson Wadsworth, Sixth edition, New Delhi, John Seely, The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi, 2004.
2. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. (2004) Business Communication Today:Seventh Edition. Delhi: Pearson Education,
3. Koneru Aruna, (1998) Professional Communication McGraw Hill Pub., New Delhi Edition. New Delhi
4. Lesikar, Raymond V and John D. Pettit. (1998) *Report Writing for Business*. Boston: McGraw-Hill,

S01BPT	SUMMER INTERNSHIP I	L	T	P	EL	Credits	Total Marks
		0	0	8	0	4	100

COURSE OBJECTIVES

- To expose learners to the field of their professional interest
- To give an opportunity to get a practical experience of the field of their interest
- To strengthen the curriculum based on internship-feedback wherever it is relevant
- To help the learners choose their career through practical experience

Students have to undergo internship for a period of two months (90 Hours of Work Experience), students will be attached to the publishing house, video houses, schools, soft skills and personality trainers, technical writers, BPO's on an Internship basis, with the objective to expose them to actual situations and day to day functioning of the industry. The interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation.

Project reviews will be conducted during the internship project on regular intervals which consist of:

- Weekly Report
- Presentation
- Final Report
- Submission of the presentation and final Report Presentation with the Aids and with works of the students.
- Viva through the presentation and subject knowledge.

S97BPT	SUMMER INTERNSHIP II	L	T	P	EL	Credits	Total Marks
		0	0	4	0	2	100

COURSE OBJECTIVES

- To expose learners to the field of their professional interest
- To give an opportunity to get a practical experience of the field of their interest
- To strengthen the curriculum based on internship-feedback wherever it is relevant
- To help the learners choose their career through practical experience

Students have to undergo internship for a period of two months (90 Hours of Work Experience), students will be attached to the publishing house, video houses, schools, soft skills and personality trainers, technical writers, BPO's on an Internship basis, with the objective to expose them to actual situations and day to day functioning of the industry. The interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry. A report and a viva voce will be complete the process of evaluation.

Project reviews will be conducted during the internship project on regular intervals which consist of:

- Weekly Report
- Presentation
- Final Report
- Submission of the presentation and final Report Presentation with the Aids and with works of the students.
- Viva through the presentation and subject knowledge.

S01BPROJ	DISSERTATION	L	T	P	EL	Credits	Total Marks
		0	0	0	21	7	100

COURSE OBJECTIVES

The objective of the Project is

- To demonstrate the student's competence in the chosen area of specialization
- To motivate them with a view to gaining a placement in the Industry.
- To provide a topic based on area of specialization
- To help the student enter the chosen field with an evaluate portfolio.

While the Project intends to demonstrate students' professional competence in applying the literary theory learnt during their course, the Comprehensives intends to review the intellectual comprehension and interiorization of the theory with particular reference to the area of specialization and suitability for the industry. A Panel of External experts and faculty will assess the student's ability to synergistically utilize the repertoire of knowledge of Literature Communication in professional media context

COURSE OUTCOMES

On completion of the project, the student will be able to

- CO1** - Prove himself an expert on research
- CO2** - Access various books and journals for references online and offline
- CO3** - Produce a work of professional quality.
- CO4** - Evaluate his own writing skills.
- CO5** - Demonstrate the project work with much competence
- CO6** - Prepare himself to face viva

S97BPROJ	PROJECT	L	T	P	EL	Credits	Total Marks
		0	0	0	27	9	100

COURSE OBJECTIVES

- To demonstrate the student's competence in the chosen area of specialization
- To motivate them with a view to gaining a placement in the Industry.
- To provide a topic based on area of specialization
- To help the student enter the chosen field with an evaluate portfolio.

While the Project intends to demonstrate students' professional competence in applying the literary theory learnt during their course, the Comprehensives intends to review the intellectual comprehension and interiorization of the theory with particular reference to the area of specialization and suitability for the industry. Students are required to complete a substantial research paper on a specific topic within English literature, language, or cultural studies. The research paper should demonstrate in-depth knowledge of the subject, critical analysis, and original insights. A thesis is a more extensive research project that explores a specific research question or problem in the field of English studies. It typically involves original research, data collection, analysis, and a comprehensive written document presenting the findings.

Students are required to complete a substantial research paper on a specific topic within English literature, language, or cultural studies. The research paper should demonstrate in-depth knowledge of the subject, critical analysis, and original insights. A Panel of External experts and faculty will assess the student's ability to synergistically utilize the repertoire of knowledge of Literature Communication in professional media context.

COURSE OUTCOMES

On completion of the project, the student will be able to:

- CO1** - Prove himself an expert on research
- CO2** - Access various books and journals for references online and offline
- CO3** - Produce a work of professional quality.
- CO4** - Evaluate his own writing skills.
- CO5** - Demonstrate the project work with much competence
- CO6** - Prepare himself to face viva

SHSB3001	JOURNALISM IN INDIA	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To acquaint students to the advent of journalism and media in India
- To provide students a fair knowledge about the prevalent forms of media in India
- To acquaint students to the role played by Indian media pre and post Independence
- To provide insights into the upcoming modes of media in the Indian journalism sphere

UNIT 1 ORIGIN AND GROWTH OF PRESS IN INDIA **9 Hrs.**
Origin of the Press in India, - Contribution of newspapers in the Independence movement, - Role of Press Post-Independence, Vernacular Press Act, Introduction to leading newspapers.

UNIT 2 RADIO IN MASS MEDIA **9 Hrs.**
Origin of radio and development of AIR, National, Regional, External Services of radio, Function of radio in a developing country, Broadcasting code.

UNIT 3 TELEVISION IN MASS MEDIA **9 Hrs.**
Origin and development of television in India, Public service broadcasting, Commercial television, Broadcasting policies and regulation.

UNIT 4 INTRODUCTION TO INDIAN FILMS **9 Hrs.**
Origin and development of films in India, Social function of cinema, the effects of cinema.

UNIT 5 MODERN MEDIA IN INDIA **9 Hrs.**
Popularity of English dailies in current times, the present status of radio: AIR, FM, and community broadcasting - Commercial television and cinema in the modern times, Recent modes of journalism: The advent of online media

COURSE OUTCOMES

Upon successful completion of the course, the student will be able to

- CO1 - Understand the advent of journalism and media in India
- CO2 - Distinguish between and appreciate the different forms of media in the country
- CO3 - Understand the role of radio, television, and films as a means of mass communication
- CO4 - Understand the growth of Indian media and subsequent advent of online media
- CO5 - Appreciate the role of Indian media as a means of mobilizing the masses
- CO6 - Analyze the Indian media and its importance of Journalism.

PRESCRIBED TEXTBOOK

- Swaminath Natarajan, *A History of The Press in India*, Asia Publishing House,1962

TEXT / REFERENCES BOOKS

1. Oxford, *Indian Journalism in a New Era*, Oxford University Press,2019.
2. Sreedhar & Murada, Community Radio in India, Community Radio in India Paperback,2019.
3. N. Ramaswamy, *History of Indian Cinema*, Paperback,2022.
4. David Grann, *Killers of the Flower Moon*, Double Day Publication,2017.
5. Patrick Radden Keefe, *Say Nothing*,2018.

SHSB3002	MEDIA STUDIES	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To teach students to look within the context and understand the basics of Print, TV, radio, film, web and new media.
- To train students to understand the basic principles of communication and its responsibilities towards the society.
- To enable students with all the skills required to write for media.
- To train students in maintaining ethical standards and tapping the new media for a digital growth.

UNIT 1**9 Hrs.**

Introduction to Convergent Journalism in India - Evolution of convergent journalism; Characteristics of convergent journalism; Different types of convergent journalism: precision journalism; annotative and open-source journalism; wiki journalism; open source journalism; citizen journalism.

UNIT 2**9 Hrs.**

Interplay between Indian media and society - Cultural implications of mass media. Popular and elite culture. Multiculturalism and sub cultures. Feminist critiques of media. Media and the minorities. National culture and communication policy,

UNIT 3**9 Hrs.**

Newspaper Management : Ownership patterns, structure of newspaper organization & functions of various departments & personnel. Trends affecting newspapers, Impact of broadcast media & information technology on print media. Emerging revenue patterns for print media. Catering to the changing newspaper subscriber. Emerging marketing strategies. Customer Relationship Management (CRM) in print, FDI in Media.

UNIT4**9 Hrs.**

Broadcast Management – TV & Radio, FM: Organizational Structure, Structural Hierarchy, Functions of various departments and personnel. Programming considerations, Audience research, Programming strategies, Programme promotion, marketing programmes. FM radio in India. The market and the audiences, an analysis, Issues of broadcast management.

UNIT 5**9 Hrs.**

Media Entrepreneurship: Concept of Entrepreneurship, Characteristics of Entrepreneurs, Media Entrepreneurship, And Media Entrepreneurial Scenario in Northeast – Understanding Problems and Prospects, Case Studies.

COURSE OUTCOMES

On the completion of the course, the student will be able to

- CO1 - Understand the concepts of journalism.
- CO2 - Outline news gathering and writing.
- CO3 - Express the strategies of writing reports and speeches.
- CO4 - Edit scripts and documents real time.
- CO5 - Create stories that captivate audience.
- CO6 - Generate a personal profile for one's career

TEXT / REFERENCES BOOKS

1. Pringle, P. *Electronic media management*. New York: Focal Press,2015
2. Gunarathne, S. *Handbook of media in Asia*. New Delhi,2000
3. Watson, James and Hill, Anne *Dictionary of Media and Communication studies*, Bloomsbury,2015.
4. Miriam Sobre Denton, *Navigating New Media Networks*, Lexington Books,2017.
5. Dan Laughey ,*Media Studies Theories and Approaches*, Paperback, 2010.

SHSB3003	FILM STUDIES	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To familiarize the students with historical development and important movements of cinema
 - To examine how films are shot, tell stories, develop characters and depict physical reality through the combined, constructed medium of sound and image.
 - To Develop critical approaches of authorship, genre, presentation, and narrative.
 - To understand how film contents and forms are influenced by socio-economic and geopolitical changes

UNIT 1 FILM STUDIES- INTRODUCTION

9 Hrs.

History of films - Purpose of films -Contribution of films- Evolution of films

UNIT 2 SILENT FILMS

9 Hrs

- UNIT 2 SILENT FILMS**

 1. *The Kid* (2019) -Vincent D Onofrio
 2. *Modern Times* (1936) -Charlie Chaplin

UNIT 3 MUSICAL FILMS

9 Hrs

- UNIT 5** MUSICAL FILMS
1. *The Sound of Music* (1965) -Robert Wise
2. *Singin' in the Rain* (1952) -Stanley Donen

UNIT 4 INSPIRATIONAL FILMS

9 Hrs

- UNIT 4 INSPIRATIONAL FILMS**

 1. Dead poets' society (1989)m-Peter weir
 2. Freedom Writers (2007) -Richard LaGravenese

UNIT 5 BOOK ADAPTATION FILMS

9 Hrs

1. *Schindler's List* (1993) -Steven Spielberg
2. *Twelve Angry Men* (1957) -Sidney Lumet

COURSE OUTCOMES

COURSE OUTCOMES

- Upon the completion of this course, the learner will be able to

 - CO1** - Demonstrate that the critical study of cinema and appreciate films
 - CO2** - Understand that the study and practice of film production enhance their work as film scholars and analysts.
 - CO3** - Attain a basic knowledge about development of films in Media
 - CO4** - Identify the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.
 - CO5** - Able to realize that films are part of literary studies with various forms and genre.
 - CO6** - Proficient to conduct film research and compose cogent, persuasive, and valid essays about film

PREScribed TEXT

- Pramaggiore, Maria and Tom Wallis. *Film: A Critical Introduction*. Third Edition. Boston: Allyn & Bacon, 2012.

TEXT / REFERENCES BOOKS

1. Bordwell, David, et al. Film Art: An Introduction. McGraw-Hill Education, 2020.
2. Cook, David A. A History of Narrative Film. W. W. Norton & Company, 2016.
3. Rhode, Eric. A History of the Cinema: From Its Origin to 1970. Penguin Books, 1979.
4. Smuts, Aaron. Philosophy of Film. Routledge, 2020.
5. Mark Cousins ,The story of Film, Pavilion Books,2023.

SHSB3004	RESEARCH WRITING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To introduce basic writing skills to students
- To enhance clarity and conciseness in the presentation
- To Introduce various styles of formal writing
- To enable learners to prepare for careers other than teaching English

UNIT 1 INTRODUCTION TO WRITING 9 Hrs.

Different Types of Writing - Narrative, Descriptive, Expository and Argumentative - Critical, Appreciative and Evaluative Writing - Editing - Grammar, Spelling, Punctuation.

UNIT 2 ORGANIZATION OF WRITING 9 Hrs.

Guided Writing - Expansion, Use of Connectives, Sequencing, Writing a Paragraph Free writing, Mind Mapping Paraphrasing, Summarizing, Writing an Abstract -Writing Letters, Resume and Email.

UNIT 3 PROFESSIONAL WRITING 9 Hrs.

Inter Office Memos - Professional Reports - Business, Survey, Minutes of a Meeting –Writing a Review - Ad Writing, Slogan Writing and Writing Headlines - Technical Writing; Product and Process Writing - Writing a User Manual

UNIT 4 WRITING A RESEARCH PAPER – I 9 Hrs.

Choosing Between Indicative and Informative Abstracts - Features and Structure of Introductions - Describing Problems/Limitations - Explaining Methods and Processes - Summarizing Results, Interpretations Using Hedging.

UNIT 5 WRITING A RESEARCH PAPER – II 9 Hrs.

Findings and Analysis - Avoiding Plagiarism - Summarizing and Paraphrasing - Limitations and Future Scopes - References and Quotations.

COURSE OUTCOMES

Upon successful completion of this course, the students will be able to:

- CO1 - Apply standard grammar, punctuation and spelling in documents.
- CO2 - Maintain objectivity in writing documents.
- CO3 - Produce various types and formats of reports to meet particular purposes.
- CO4 - Provide professional quality documents.
- CO5 - Explain complex information in a way that anyone can understand easily.
- CO6 - Create plagiarism free content.

PRESCRIBED TEXT

- Richard. T. A, A Guide to Technical Writing, Nabu Press, 2011.

TEXT / REFERENCES BOOKS

1. Stephen Bailey, Academic Writing: A Handbook for International Students, Routledge,
2. Lokesh Koul. *Methodology of Educational Research*, Vikas Publishing House, 2020
3. J C Aggarwal, *Educational Research*, Hardcover, 2014.
4. John H Morgan, *Research Methodology*, Academic papers, 2026
5. Jari Saramaki, *How to write a scientific paper*, Scientific Papers, 2018

SHSB3005	REPORTING AND FEATURE WRITING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVE

- To produce high quality news reports and equip them with a practical and theoretical understanding of online and print based news reporting.
- To produce high quality feature articles and equip them with a practical and theoretical understanding of online and print based feature writing.
- To attain the skills required for successful journalistic interviewing.
- To take advantage of theoretical grasp of how the internet has and is changing journalistic content, presentation, audience and revenue streams.
- To pursue a career as a staff or freelance journalist conscious of issues of personal conduct and safety.

UNIT 1**9 Hrs.**

News Report Writing - The art of thinking and acting prior to writing draft one.

UNIT 2**9 Hrs.**

Feature Article Writing -Definition of a feature-Types of features: Descriptive, Historical, personality – Features vis-a-vis fiction and Literature -.Difference between features and news reports

UNIT 3**9 Hrs.**

Writing Well - The 5 W's & H; how to fine-tune one's writing from draft one; journalistic style; self-editing.

UNIT 4**9 Hrs.**

Successful Interviewing - What to do before, during and after an interview so as to ensure its success- Citizen Journalism- Conglomeration and the public sphere -online news reporting in flux.

UNIT 5**9 Hrs.**

Health & Safety - Moral issues, self-protection - the limits of reporting. Freelancing.- Creative Spaces - The impact of online technologies on staff and freelance news and feature writers -Basic principles and do's of reviewing books, Films, stage plays and TV programmes.

COURSE OUTCOMES

Upon successful completion of the course, the student will be able to

- CO1** - Demonstrate the skills required to conceive of, research, write, edit and critically analyse their own high quality news reports.
- CO2** - Demonstrate the skills required to conceive of, research, write, edit and critically analyse their own high quality feature articles.
- CO3** - Understand the process of successful journalistic interviewing.
- CO4** - Understand how to pursue a career as a freelance journalist .
- CO5** - Understand the key points around journalistic health and safety issues.
- CO6** - Critically analyse online journalistic content and online media trends, displaying an understanding of the opportunities for the practical application of theoretical analysis

TEXT BOOK

- The Missouri Group. News Reporting and Writing 9 th Ed. St.Martin's Press: Massachusetts, 2008.
- Goldstein, Norm. Ed. The Associated Press Stylebook. Perseus Publishing: Massachusetts, 2007

REFERENCES BOOKS

1. Feature Writing: The Pursuit of Excellence (7th Edition) ,Edward Jay Friedlander and John D Lee, Pearson, 2010
2. The Art and Craft of Feature Writing :Based on the Wall Street Journal Guide by William E. Blundell,1988.
3. Job Interview ,Brad James, Tonazzi Company Ltd,2019
4. Professional Journalism , M.V.Kamath, Vikas Publishing,1980.
5. Modern Journalism and News Writing ,Savitha Chadha, Takshila Prakashan,1998

SHSB3006	CREATIVE WRITING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To equip the students with the skills to effectively communicate in English
- To emphasize the importance of creativity in writing
- To bring out students' originality in writing
- To incorporate lateral and critical thinking in art form

UNIT 1 UNDERSTANDING CREATIVITY 9 Hrs.

Features of creativity -Writing Imaginary Poems, Stories and Essays Visualization- Quick Writing- Interpreting Pictures- Writing poetry using metaphor, simile - Writing with Rhyme scheme

UNIT 2 BE A CREATIVE WRITER 9 Hrs.

Various Kinds of Writing-Genres - Tools and Techniques - Using video clippings as creative writing resources-Writing Drama - Dialogues – Story and Character Development.

UNIT 3 WRITING SKILLS 9 Hrs.

Developing Imagination- Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification-Number of generative exercises

UNIT 4 IMAGINARY WRITING 9 Hrs.

Writing Advertisements-for business- Taboo words in writing- writing autobiography- writing a short story- Writing about improbable conditions

UNIT 5 WRITING FOR MEDIA 9 Hrs.

Political news - Sports – Heath issues – Business enquiry- Educational- Local Problems and Solutions given by the Government-current issues

COURSE OUTCOMES

Upon successful completion of the course, the student should be able to:

- CO1 - Explore the distinctive features of creativity
- CO2 - Act independently and write accordingly within academic institutions.
- CO3 - Be generative to release fresh energy and to influence mind.
- CO4 - Develop better appreciation of the skills and conviction that the creative act requires.
- CO5 - Reflect the writing methodology with creativity
- CO6 - Compose short stories and discover their own voice.

TEXT / REFERENCES BOOKS

1. Writing Better English for ESL Learners, Second Edition Paperback –2009
2. Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition. Orient Longman,1999.
3. On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
4. On Writing Well, The Classic Guide to Writing Nonfiction Paperback –2006 by William Zinsser
5. The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari-2015

SHSB3007	ECO-LITERATURE	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To broaden the horizons on environmental issues
- To give a creative critical approach towards the environment rather than scientific.
- To expose the role of literature in addressing environmental issues, care and concern for the environment.
- To lay stress on ecological issues, evoke a sense of urgency towards an action to save the environment

UNIT 1	POETRY	9 Hrs.
Detail:	1. Robert Frost: <i>Once by the Pacific</i> - 2.Rudyard Kipling: <i>The Way Through the Woods</i> 3. Sarojini Naidu: <i>Autumn Song</i>	
Non Detail:	1. Emily Dickinson: <i>Nature , the Gentlest Mother</i> - 2.Dilip Chitre: <i>The Felling of the Banyan Tree</i>	
UNIT 2	PROSE	9 Hrs.
Detail:	1. William Hazlitt: <i>On Going a Journey</i>	
Non-Detail:	1. Jawaharlal Nehru: <i>Animals in Prison</i> - 2. Thoreau - <i>Battle of the Ants</i> – Chapter 12 of <i>Walden</i>	
UNIT 3	DRAMA	9 Hrs.
1. Rabindranath Tagore: <i>Muktha Dhara</i> - 2. Anton Chekhov: <i>The Cherry Orchard</i>		
UNIT 4	FICTION	9 Hrs.
1. J.G.Ballard: <i>The Drowned World</i> 2.AmitavGhosh- <i>The Hungry Tide</i> 3.Arundhati Roy: <i>The Ministry of Utmost Happiness</i>		
UNIT 5	SHORT STORY	9 Hrs.
1. Jean Giono: <i>The Man Who Planted Trees</i> 2. Paolo Bacigalupi: <i>The Tamarisk Hunter</i>		

COURSE OUTCOMES

Upon successful completion of this course, the students will be able to:

- CO1 - Identify the nature as the theme to express their ideas in the works, Label the environmental issues through literature
- CO2 - Acquire the use of the different literary devices
- CO3 - Identify the environmental issues in the texts.
- CO4 - Compare the various aspects of ecological issues expressed by the writers.
- CO5 - Assess the problems related to the environment through the life of the characters.
- CO6 - Analyze an awareness to avoid pollution and exploiting nature

PRESCRIBED TEXT

- Neel Ahuja, Planetary Specters: Race, Migration, and Climate Change in the Twenty-First Century (2021)
- Buell L. 2005. *The Future of Environmental Criticism*. Oxford: Blackwell. 195 pp

REFERENCES

1. Abrol Anita, *Concept Of Eco criticism In English Literature*, Notion Press Media Pvt Ltd. 2022.
2. Robert Frost *Once by the Pacific* , Paperback , 2021
3. Tagore, Rabindranath Collected Poems and Plays of Rabindranath Tagore, Macmillan Publishing 1952.
4. Amitav Ghosh *Review: The Hungry Tide*.Paperback,2004.
5. Claire Louise Bennett, *Pond* ,Hardcover,2015.

SHSB3008	AUTOBIOGRAPHY	L	T	P	EL	Credits	Total Marks
		3	0	0	1	3	100

COURSE OBJECTIVES

- To familiarize the students with the autobiography narratives
- To examine self-written famous self- written accounts
- To develop critical approach towards the autobiographical texts
- To know about various narrative techniques used in autobiographies

UNIT 1 INTRODUCTION TO SELF- WRITTEN ACCOUNTS GENRE 9 Hrs.

Self- written accounts- autobiography, memoir, testimonial narrative, conversion narrative, personal essay.

UNIT 2 AUTOBIOGRAPHY 9 Hrs.

A.P.J. Abdul Kalam – *Wings of Fire*

Mahatma Gandhi- *The Story of My Experiments with Truth*

UNIT 3 MEMOIRS 9 Hrs.

Earnest Hemingway- *A Moveable Feast*

Maya Angelou- *I Know Why the Caged Bird Sings*

UNIT 4 TESTIMONIAL NOVELS 9 Hrs.

Anne Frank- *The Diary of a Young Girl*

Mala Yousafzai- *I am Malala*

UNIT 5 PERSONAL ESSAYS; EXPERIMENTING SELF-WRITTEN ACCOUNTS 9 Hrs.

James Baldwin- *Notes of a native son*

Creating Blogs

Posting stories on Personal Blogs

Writing anecdotes and personal essays

COURSE OUTCOMES

Upon the completion of this course, the learner will able to

- CO1 - Appreciate autobiography is a literary, non-fiction genre
- CO2 - Compare and contrast various self- written accounts according to the genre
- CO3 - Criticise and understand the various, cultures, lifestyle and individual emotions.
- CO4 - Identify the techniques employed in autobiographical narrations.
- CO5 - Realize that autobiography is a part of literary studies with various forms and genre.
- CO6 - Create their personal blog with anecdotes and personal narrations.

PRESCRIBED TEXT

Marcus, Laura. Autobiography: A very short introduction. Oxford University Press, 2018.

REFERENCES

1. Jelinek, Estelle C. *The tradition of women's autobiography*. Xlibris Corporation, 2004.
2. Halse, Christine. "Writing/reading a life: The rhetorical practice of autobiography." *Auto/biography* 14.2 (2006): 95.
3. Crossley, Michele. *Introducing narrative psychology*. McGraw-Hill Education (UK), 2000.
4. Kelly, Nancy, et al. "Introduction-Narrative, Memory & Everyday Life." University of Huddersfield, 2005.
5. Quigley, Jean. *The grammar of autobiography: A developmental account*. Psychology Press, 2000

SHSB3009	LIFE-SKILLS	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To lay the foundation for skills demanded in today's job market.
- To find new ways of thinking and Problem-Solving skill.
- To develop a greater sense of self-awareness and appreciation for others.
- To enhance the ability to self-manage, solve problems and understand the environment.

UNIT 1**9 Hrs.**

Life skills: Meaning –Significance –Self-awareness – Empathy –Critical thinking –Problem solving –Coping with stress – coping with emotion. -Life skills for professionals –positive thinking – right attitude –leadership –motivation –self motivation –personality development, IQ, EQ and SQ.

UNIT 2**9 Hrs.**

Stress Management – stress, reasons and effects –identifying stress –stress diaries –the four A's of stress management, techniques –approaches –action oriented –emotion oriented –acceptance oriented –resilience, gratitude training.

UNIT 3**9 Hrs.**

Morals, values and Ethics –Integrity –Civic virtue –Respect for others –Living peacefully –caring, sharing –Honesty-courage –valuing time –time management –cooperation commitment –spirituality –Sense of Professional ethics.

UNIT 4**9 Hrs.**

Group and Team work –Introduction to group –composition –formation –cycle thinking –Problem solving –Decision making –Group vs Team –Team performance –Managing Team and conflicts.

UNIT 5**9 Hrs.**

Leadership framework –entrepreneurial and moral leadership –Growing as a leader –Crisis management –Types of Leadership, Traits, Styles –Levels of Leadership –Transactional vs Transformational Leaders –Leadership Grid –Effective Leaders.

COURSE OUTCOMES

At the end of the course the student will be able to

- CO1 - Explain different life skills required in personal and professional life.
- CO2 - Develop an awareness of the self and apply well defined techniques to cope with emotions and stress.
- CO3 - Analyze the basic methods of effective communication and demonstrate these presentations.
- CO4 - Implement effective method to take part in group discussions
- CO5 - Understand the basics of Team work and Leadership.
- CO6 - Inculcate appropriate thinking and problem solving techniques to solve new problems.

PRESCRIBED TEXT

Carolyn Morton Starkey, *Building Real life English skills*, Ed 2, National Textbook Company, 1990

REFERENCE BOOKS

1. Wempen, Faith, and Weixel, Suzanne. *Life Skills for the 21st Century: Building a Foundation for Success*. United Kingdom, Pearson Education, 2009.
2. Sean Covey, *The 7 habits of Effective Teens*, Simon and Schuster, 2011
3. Pandya, Rameshwari. *Skill Development and Entrepreneurship in India*. India, New Century Publications, 2016.
4. Brown JM. *Self-regulation and the addictive behaviors*. In: Miller WR, Heather N, editors. *Treating Addictive Behaviors*. 2nd ed. New York: Plenum Press; 1998.
5. Andrade HL, Cizek GJ. *Handbook of Formative Assessment*, New York: Routledge, 2010

SHSB7001	INTRODUCTORY COURSE ON CRITICAL THINKING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- Demonstrate skills in elementary inductive and deductive reasoning.
- Identify and understand basic formal and informal fallacies of language and thought.
- Identify the components of arguments and demonstrate the ability to create complex argument structures in verbal and written forms
- Evaluate and organise the thinking process by making use of rubrics for self-reflection, decision making for becoming a critical thinker.

UNIT 1 CRITICAL THINKING- INTRODUCTION 9 Hrs.

Critical Thinking: What It Is and What It Is Not: By Vincent Barry & Steven D. Schafersman. Definitions/ Notes on Critical Thinking Benjamin Bloom's, Diane Halpern's, Richard Paul and Linda Elder. John Dewey on Reflective Thinking. Watson Glasser's Thinking Approach. Robert Ennis on Critical Thinking., creative Thinking. Dispositions and Values of Critical Thinker.

UNIT 2 THE LANGUAGE OF REASONING 9 Hrs.

Basic Competencies in Critical Thinking and Reasoning. Elements of Thought. Intellectual Traits. Identifying reasons and conclusions. The 'therefore' test. Expressing Arguments – questions to Consider. Identifying Arguments- Structure of Reasoning. Criteria for Evaluating Reasoning using Intellectual Standards.

UNIT 3 CRITICAL READING 9 Hrs.

Reasoning Types, Hypotheticals and Complexities. Arguments vs Explanations, Understanding reasoning: assumptions, context and thinking map. Clarifying and interpreting expressions and ideas, Sources of clarification, Ethics in Professional Communication, Applying theory to practice- analysis of papers and speeches of scientists and literary experts and famous speeches. Applying Eight Elements of Thought for reasoning while reading.

UNIT 4 CRITICAL QUESTIONING 9 Hrs.

Analyses of Scientific Writing and Literary Writings. Acceptability of Reasoning, Acceptable Reasons- Check lists& thinking maps. Difference between Credibility and Truth. Judging the Credibility- skilful judging . Evaluating inferences- Checklists & Reflective questions. Applying elements of thought, intellectual standards for Questioning for Evaluating Arguments, Causal Explanations. Identifying Weaknesses in Arguments and Thinking. Common Flaws in Thinking.

UNIT 5 CRITICAL THINKING FOR DECISION MAKING 9 Hrs.

Writing on Line-Principles. Deciding on Authenticity of Websites-Thinking map for Decision Making- Procedures in decision making and taking the 'right' decision. Stages in Critical Thinking Action plans – personal and for career purposes.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** - Recognize explicit and tacit assumptions and their consequences.
- CO2** - Distinguish relevant from non-relevant data, fact from opinion.
- CO3** - Engage the imagination to explore new possibilities.
- CO4** - Understand the contributions and applications of associative, intuitive and metaphoric modes of reasoning to argument and analysis.
- CO5** - Identify, evaluate and synthesize information in a collaborative environment.
- CO6** - Weigh connections and relationships.

TEXT / REFERENCES BOOKS

1. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*: MG University Edition: New York, Pearson Education. 2010
2. Fisher, A. *The Logic of Real Arguments*: Cambridge. CUP. 2010
3. Lewis, Christ. *Critical Thinking: 50 Best Strategies to Think Smart and Clear, Get Logical Thinking, and Improve Your Decision Making Skills*. New York. amazon.com. 2010.online
4. Paul, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*.2013
5. Sen, Madhuchanda. *An Introduction to Critical Thinking*: Mumbai. Pearson India, 2011. Print.

SHSB7002	EDUCATIONAL MANAGEMENT	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To make planning, organising, and implementing more effective
- To manage interpersonal conflicts among team members
- To be aware of one's own roles and responsibilities
- To establish and maintain a positive public image of the institution

UNIT 1 EDUCATIONAL ADMINISTRATION AND MANAGEMENT 9 Hrs.

Concept and Scope, Concept of Educational Management and Stages in the Management Process
Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
Administrative Structure of Education at different levels Transparency in Educational Administration

UNIT 2 EDUCATIONAL PLANNING 9 Hrs.

Approaches to Educational Planning - Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations Micro Planning, School Mapping and Development Plans - Decentralized Planning and Management: Concept and Scope.

UNIT 3 MANAGEMENT OF RESOURCES IN ORGANIZATIONS 9 Hrs.

Management of Physical Resources - Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.) Financial Management and Budgeting - Office Management (overview of office functions, record management and material management, work simplification.).

UNIT 4 APPLICATION OF ICT IN EDUCATIONAL MANAGEMENT 9 Hrs.

Maintenance of Resources in an Institution - ICT-A Tool for Resource Management - Barriers to effective use of Technology Software for Record Keeping.

UNIT 5 PHILOSOPHY AND EDUCATION 9 Hrs.

Concept, Nature and Scope of Philosophy - Branches of Philosophy - Philosophy and Science - Philosophy and Education.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 - Enumerate the functions of Management
- CO2 - Discuss the nature and scope of Educational Management
- CO3 - Describe the functions of Educational Administration
- CO4 - Understand the evolution of management concepts in education
- CO5 - Describe the nature and scope of Educational Administration
- CO6 - Illustrate the functions of Educational Management

TEXT / REFERENCES BOOKS

1. Bush, Tony. "Theories of Educational Management." International Journal of Educational Leadership Preparation (2006)
2. Connolly, Michael, Chris James, and Michael Fertig Educational Management Administration & Leadership (2019)
3. Bush, Tony, and Les Bell, eds. The principles and practice of educational management. Sage, 2002
4. Thrupp, Martin, and Robert Willmott. "EBOOK: Educational Management in Managerialist Times." (2003).
5. Humes, Walter. "The discourses of educational management." The Journal of Educational Enquiry (2000).

SHSB7003	CONCEPTUAL FOUNDATIONS OF EDUCATION	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To promote reflective thinking among students
- To sharpen their perception of the concepts involved in educational practice
- To enhance their capacity to formulate responses to the reality of education.
- To enhance interpersonal communication skills and develop self-confidence.

UNIT 1 BASIC CONCEPTS

9 Hrs.

Basic Concepts in Philosophy of Education: teaching, training, learning and education in the context of the child's nature, growth and development.

UNIT 2 EPISTEMOLOGICAL BASIS

9 Hrs.

Epistemological Basis of Education: knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects

UNIT 3 METHODOLOGICAL OPTIONS

9 Hrs.

Methodological Options in Education: Assumptions about human nature; critique of behaviorism and its alternatives

UNIT 4 CONCEPTS IN THE SOCIOLOGY OF EDUCATION

9 Hrs.

Democracy and the State, Constitutional Values: Equality, Freedom, Social Justice, Inclusiveness and Secularism. Socialization, Role of family and school, Conflicts and coherence.

UNIT 5 PROFESSIONAL SKILLS

9 Hrs.

Time Management - Concept, Essentials, Tips - Etiquette and Manners.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1 - Develop reflective thinking skills amongst the students
- CO2 - Able to understand the basis of education
- CO3 - Apply the concepts in classroom teaching
- CO4 - Take part in classroom discussions.
- CO5 - Successfully answer questions regarding Sociology
- CO6 - Elaborating on the role of education in propagation of values

PRESCRIBED TEXT

Cohen, Brinda. 1969. Educational Thought: An Introduction. Macmillan.

REFERENCES

1. Britain Moore, T.W. 1974. Educational Theory: An Introduction. London: Routledge & Kegan Paul
2. Wilson, J and Cowell, Barbara. 1928. Taking Education Seriously. London: The Falmer Press
3. Montessori, Maria. 1965 Spontaneous Activity in Education New York: Schocken Books
4. Montessori, Maria. 2012. The Absorbent Mind. New Delhi: Aakar Books

SHSB7004	LEADERSHIP AND PERSONALITY DEVELOPMENT	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To make individuals competent to function effectively and manage and influence the employees.
- To assists in organizing and synthesizing complex ideas into a tapestry of words and images.
- To aid in improving the critical skill- visioning process and eventually aiding in analyzing the past.
- To understand the present and exploring options to craft a clear future vision.

UNIT 1 LEADERSHIP**9 Hrs.**

Definition and meaning, Importance, Leadership and Management, Leader vs Manager, Essential qualities of an effective leader.

UNIT 2 PERSONALITY & ATTITUDE**9 Hrs.**

Meaning of Personality – Personality Determinants – Matching Personality with Jobs- Concept of Attitudes- Attitudes & Consistency.

UNIT 3 CONCEPTS**9 Hrs.**

Personality: Concept and Definition, Determinants of personality, Personality traits, Personality characteristics in organizations: Self-evaluation, Locus of control, Self-efficacy, Self-esteem, Self-monitoring: Positive and negative Impact.

UNIT 4 LEADERS**9 Hrs.**

Leadership styles: Traditional, Transaction, Transformation, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership, Trust as a factor, Gender and Leadership.

UNIT 5 ORGANISATION**9 Hrs.**

Organizational Context of Leadership and Personality, Contemporary Business Leaders.

COURSE OUTCOMES

On the completion of the course, the student will be able to

- CO1** - Develop students' personal growth and development through the process of self-examination and external feedback
- CO2** - Understand the principles and practices of effective leadership
- CO3** - Apply the idea to students in the development of leadership skills through practice
- CO4** - Stimulate students' commitment to a specific, challenging, and ongoing process of leadership and personal development
- CO5** - Analyse practical exercises and application of course materials to your life as a leader.
- CO6** - Bring out the maximum potentiality as a Leader and imbibe Personal growth.

TEXT / REFERENCES BOOKS

1. Ken Blanchard and Renee Broadwel *Servant Leadership in Action: How Can You Achieve Great Relationships and Results*, Paperback 2018.
2. Emotional Intelligence, by Daniel Goleman, Bantam Hardcover, 1995
3. Stephen P Robbins *Organizational Behavior*, Paperback 2016.
4. Seth M. Spain, Leadership, Work, and the Dark Side of Personality, Academic Press, 2019.
5. Shiv Khera, You can Win, Paperback, 2014.

SHSB7005	EMPLOYABILITY SKILLS	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To develop the business and professional communication effectively.
- To hone both speaking and listening skills.
- To apply different types of presentation skills.
- To enhance interpersonal communication skills and develop self-confidence.

UNIT 1 COMMUNICATION SKILLS 9 Hrs.

Verbal Communication - Non-Verbal Communication - Body Language - Visual Communication - Humor – Listening Skills - Presentation Skills - Public Speaking – Interview Skills - Telephone Etiquettes

UNIT 2 PERSONAL SKILLS 9 Hrs.

Innovation Skills - Emotional Intelligence -Self Awareness - Stress Management –Tolerance of Change and Uncertainty- Taking Criticism -Self Confidence- Assertiveness- Adaptability & Resilience- Work/Life Balance.

UNIT 3 PROFESSIONAL SKILLS 9 Hrs.

Management - Concept, Essentials, Tips - Etiquette and Manners - Resume Building - Different Types of Business Letters – Cover letter, Thank you letter, Withdrawal Letter - Business Email Writing. Maintaining Efficiency at Workplace: Factors affecting productivity - Improving Productivity - Efficient personalities - efficient workplace.

UNIT 4 INFLUENCING INTERPERSONAL SKILLS 9 Hrs.

Selling - Negotiation - Motivating – Persuasion - Networking Skills - Interpersonal Relationships - Dealing with Difficult People -Conflict Resolution - Personal Branding - Office Politics - Entrepreneurship Skills: Ways to become a good entrepreneur, Creating an environment to become an entrepreneur.

UNIT 5 LEADERSHIP SKILLS 9 Hrs.

Team Building - Strategic Planning – Mentoring – Dispute solution - Giving Feedback - Managing Difficult Conversations - Decision Making - Performance Management - Crisis Management

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1** - Develop learners' communicative competence.
- CO2** - Extend employability skills to enhance their prospect of placements.
- CO3** - Apply and succeed in international examinations such as IELTS and TOEFL.
- CO4** - Take part in presentations and participate in Group Discussions.
- CO5** - Successfully answer questions in interviews.
- CO6** - Leads to operational excellence and an improvement in the use of English in the workplace

TEXT / REFERENCES BOOKS

1. Anderson, P.V. Technical Communication, Thomson Wadsworth, Sixth edition, New Delhi, (2007)
2. John Seely, The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi, 2004.
3. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. Business Communication Today: Seventh Edition. Delhi: Pearson Education, (2004)
4. Lesikar, Raymond V and Marie E. Flatley Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd., (2002)
5. Pease, Allan and Barbara Pease. The Definitive Book of Body Language. New Delhi: Manjul Publishing House (2005)

SHSB7006	ENTREPRENEURSHIP	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities,
- To develop the ability of analyzing and understanding business situations in which entrepreneurs act and
- To master the knowledge necessary to plan entrepreneurial activities.
- Develop the ability of analyzing various aspects of entrepreneurship – especially of taking over the risk, and the specificity.
- as well as the pattern of entrepreneurship development and, finally,

UNIT 1 INTRODUCTION TO ENTREPRENEURSHIP 9 Hrs.

Meaning and concept of entrepreneurship - History of entrepreneurship development -Role of entrepreneurship in economic development -Myths about entrepreneurs.

UNIT 2 THE ENTREPRENEUR 9 Hrs.

Why to become entrepreneur -Skills/ traits required to be an entrepreneur-Creative and Design Thinking- The entrepreneurial decision process.

UNIT 3 E-CELL 9 Hrs.

Meaning and concept of E-cells-Advantages to join E-cell-Significance of E-cell-Various activities conducted by E-cell

UNIT 4 COMMUNICATION 9 Hrs.

Importance of communication, -Barriers and gateways to communication, -Listening to people, the power of talk, personal selling, -Risk taking & resilience, negotiation.

UNIT 5 INTRODUCTION TO VARIOUS FORM OF BUSINESS ORGANIZATION 9 Hrs.

Sole proprietorship, partnership, -Corporations, Limited Liability Company-Mission, vision and strategy formulation.

COURSE OUTCOMES

On the completion of the course, the student will be able to

- CO1 - Assess or identify their readiness/ability/aptitude for entrepreneurship.
- CO2 - Verbally articulate the value proposition of an Entrepreneurial venture.
- CO3 - Have an understanding of how Entrepreneurship can impact their lives and society.
- CO4 - Demonstrate key entrepreneurial leadership qualities.
- CO5 - Explain key strategies for growth of a new business.
- CO6 - Evaluate a business plan to determine if it is complete and of investment grade;

TEXT / REFERENCES BOOKS

1. Griffin Trenholme.J, *Dozen lessons for Entrepreneurs*, Penguin book,2017
2. Khanka S.S,*Entrepreneurial Development*,Paperback,2006.
3. Nuzhath Khatoon, *Entrepreneurial Development*,Hardcover,2013.
4. S.A.Kumar, S.C.Poornima, M.K.Abraham, K.Jayashree *Entrepreneurship Development*, Paperback, 2021
5. Rama Krishna Reddy Kummittha , *Social Entrepreneurship: Working towards Greater Inclusiveness*',Hardcover,2016.

SHSB7007	ICT IN LANGUAGE TEACHING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To enhance awareness among students about Computer Aided learning
 - To understand the role of technology in developing language skills
 - To make the students analyze various learning styles and strategies through technology and online
 - To familiarise the usage of various ICT tools in teaching and Learning methods

UNIT 1 ICT AND CALL: AN OVERVIEW

9 Hrs.

Development of IT - Definition of CALL- - History of CALL- Phases and Approaches to CALL - Complexities of theory -Types of CALL- CALL methodology - Uses of CALL in English Language Teaching – Limitations.

UNIT 2 ICT- PROGRAMS AND APPLICATIONS

9 Hrs

CALL- programs and applications - CALL Theory, Frameworks - CALL and computational linguistics- CALL and LSRW skills - Grammar, vocabulary and data-driven learning - Learner training and autonomy

UNIT 3 ELECTRACY-COMPUTER COMMUNICATION

0 Hrs

UNIT 3 ELECTRICAL COMPUTER COMMUNICATION

Software design and pedagogy - online teaching- Multimedia and Internet - Technology Enhanced Language Learning -Web- enhanced Language Learning -Network-based Language Learning - Mobile Assisted Language Learning

UNIT 4 TEACHERS AND ICT

9 Hrs

Technologies used in CALL- Internet based CALL - Trends-issues- Problems and criticisms of CALL instruction- Conventional teaching Vs CALL teaching: Comparison Research - Teacher education – Role changes for teachers and students - Evaluation and feedback

UNIT 5 UPDATE ON PREVIOUS TRENDS AND FUTURE DIRECTIONS

9 Hrs

From CALL to MALL -path to Ubiquitous learning - Networked learning - Open Educational Resources
- The emergence of Artificial Intelligence - From CALL to ICALL - AI and Language Education - Need
for Teacher training and Professional Development- Future directions

COURSE OUTCOMES

COURSE OUTCOMES
At the end of the course the students will be able to

- At the end of the course the students will be able to

 - CO1** - Identify a range of CALL applications.
 - CO2** - Respond to learning in different situations.
 - CO3** - Distinguish how technologies can be used to support LSRW skills
 - CO4** - Display knowledge and confidence in using technology in teaching/learning.
 - CO5** - Analyze social and cultural aspects of CALL.
 - CO6** - Categorize CALL technologies and implementations.

PRESCRIBED TEXT

1. Beatty, Ken *Teaching and Researching Computer-Assisted Language Learning* (London: Pearson, 2010).

REFERENCES

1. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Georgetown University Press. (2012).
2. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* White Plains,. (2008).
3. Duce, Lara & Arnold, Nike (eds.) *Present and Future Perspectives of CALL: From Theory and Research to New Directions in Foreign Language Teaching* (2nd ed.). San Marcos, TX: CALICO (2011).
4. Fotos, Sandra & Browne, Charles (eds.) *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum. (2004).

SHSB7008	TEACHING ENGLISH FOR YOUNG LEARNERS [TEYL]	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- Create well-developed and creative lesson plans that engage participants.
- Run a lesson and/or activity with a group of ESL students alone or with a partner.
- Discuss and share thoughts about a variety of topics within the field of TEYL.
- Develop a teaching philosophy and professional development plan for their work within the field of TEYL.

UNIT 1 **9 Hrs.**

Introduction to TEYL – Principles of teaching young learners - Language learning theories

UNIT 2 **9 Hrs.**

Effective Lesson Planning – Grammar Teaching

UNIT 3 **9 Hrs.**

Contextualised Language Teaching - Vocabulary Teaching

UNIT 4 **9 Hrs.**

Teaching Listening – Teaching Speaking

UNIT 5 **9 Hrs.**

Teaching Reading – Teaching Writing

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1** - Identify the complexity of language as a communication system
- CO2** - Demonstrate the concepts, theories, and methodologies used by linguists
- CO3** - Describe the processes of language change and variation
- CO4** - Acquire the technical vocabulary and theoretical tools of the field
- CO5** - Apply their understanding of TEYL concepts, methods and approaches
- CO6** - Involve in scholarly participation in the field of TEYL.

TEXT / REFERENCES BOOKS

1. Nunan, David. *Teaching English to speakers of other languages: An introduction*. Routledge, 2015.
2. Nunan, David. *Teaching English to young learners*. Anaheim University, 2010.
3. Enever, Janet, and Gisela Schmid-Schönbein. *Picture books and young learners of English*. Langenscheidt, 2006.
4. Cameron, Lynne. *Teaching languages to young learners*. Cambridge university press, 2001.
5. Nation, Ian SP. *Teaching ESL/EFL reading and writing*. Routledge, 2008.

SHSB7009	INTRODUCTION TO TESOL	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

COURSE OBJECTIVES

- To Create well-developed and creative lesson plans that engage participants.
- To discuss and share thoughts about a variety of topics within the field of TESOL.
- To collaborate with others to create and run effective lessons.
- To develop a teaching philosophy and professional development plan for their work within the field of TESOL.

UNIT 1 TEACHING SKILLS 9 Hrs.

Tutors' evaluation of six hours of teaching with real learners -A journal including trainees' own lesson plans, with self and tutor-evaluation - A journal covering trainees' reflective comments following observation of four hours of ESOL teaching by experienced teachers

**UNIT 2 LANGUAGE AWARENESS INCLUDING GRAMMAR AND PHONOLOGY,
ASSESSED THROUGH 9 Hrs.**

A test or practical project -Ongoing use of spoken and written English

UNIT 3 LEARNER PROFILE 9 Hrs.

The preparation of a simple linguistic profile and needs analysis, including some basic phonemic transcription, of a single learner- The planning of, and reflection on, a one-to-one lesson -The preparation of recommendations for the learner's future language development.

UNIT 4 MATERIALS ASSIGNMENT 9 Hrs.

Written rationale for the development of one piece of teaching material -Written evaluation of use of this in classroom teaching -Interview with a Trinity moderator to discuss the above and the ways in which materials development is beneficial to the development of teaching skills.

UNIT 5 UNKNOWN LANGUAGE 9 Hrs.

A journal covering trainees' reflective comments on four hours' tuition in an unknown language from the point of view of the beginner, including an analysis of the key aspects of methods and classroom management that affect the learner positively and negatively.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- CO1 - Identify the complexity of language as a communication system
- CO2 - Demonstrate the concepts, theories, and methodologies used by
- CO3 - Describe the processes of language change and variation.
- CO4 - Acquire the technical Vocabulary and theoretical tools of the field.
- CO5 - Apply their understanding of TESOL concepts, methods and approaches.

TEXT / REFERENCES BOOKS

1. *Introduction to TESOL: Becoming a Language Teaching Professional*, Kate Mastrusero Reynolds, Kenan Dikilitas & Steve Close,Wiley Blackwell,Nov2021.
2. *Introduction to TESOL: A Beginners Approach to Teaching Speakers of Other Languages*, Keith W Brooks,Lulu.com,2015.
3. *TESOL A Guide (Bloomsbury Companions)* Cynthia Berger & Jun Liu, Bloomsbury Academic; Edition February 2015.