

| SHSB110<br>2 | GENERAL ENGLISH I | L | T | P | EL | Credits | Total<br>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 etal. (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 Grammarphobe's Guide to Better English in Plain English. Riverhead Books, 2019.



Skill Development

M.A ENGLISH INTEGRATED  
2023

REGULATIONS

| 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



Skill Development



| SHSB110<br>6 | 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, Spenserian 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-fill

## 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)



Skill Development



| SHSB120<br>1 | GENERAL ENGLISH II | L | T | P | EL | Credits | Total<br>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.



Skill Development

| 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 Parthasarathi: *Aurangzeb*

### UNIT 5 9 Hrs.

1. Rabindranath Tagore: *The Post Office*
2. Badal Sircar: *'Evam Indrajit'*

### 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 writes 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. KaustavChakraborty. 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.



Skill Development

| SHSB120<br>5 | HISTORY OF ENGLISH<br>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



Skill Development

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|----------------------|----------------------------|----------|----------|----------|-----------|----------------|--------------------|
| <b>SHSB220<br/>1</b> | <b>COMMUNICATION LAB I</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>EL</b> | <b>Credits</b> | <b>Total Marks</b> |
|                      |                            | <b>0</b> | <b>0</b> | <b>4</b> | <b>0</b>  | <b>2</b>       | <b>100</b>         |

## **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



Skill Development



| 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.

**Detail:** 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.



Skill Development

|              |                             |   |   |   |    |         |                |
|--------------|-----------------------------|---|---|---|----|---------|----------------|
| SHSB510<br>3 | POST-COLONIAL<br>LITERATURE | L | T | P | EL | Credits | Total<br>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 –*

Dereck 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 Sidhwa: *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



Skill Development

|                      |                         |          |          |          |           |                |                        |
|----------------------|-------------------------|----------|----------|----------|-----------|----------------|------------------------|
| <b>SHSB510<br/>4</b> | <b>CULTURAL STUDIES</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>EL</b> | <b>Credits</b> | <b>Total<br/>Marks</b> |
|                      |                         | <b>3</b> | <b>0</b> | <b>0</b> | <b>0</b>  |                |                        |

## 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 *Annihilation 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.



Skill Development



| SHSB51<br>0 5 | 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 – Flickr.

### 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. Bucchi, 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. Pertierra, Anna Cristina. *Media anthropology for the digital age*. John Wiley & Sons, 2018.



Skill Development

| SHSB510<br>6 | 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



Skill Development

|                 |                                        |          |          |          |           |                |                    |
|-----------------|----------------------------------------|----------|----------|----------|-----------|----------------|--------------------|
| <b>SHSB5107</b> | <b>PRINCIPLES AND PRACTICES OF ELT</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>EL</b> | <b>Credits</b> | <b>Total Marks</b> |
|                 |                                        | <b>4</b> | <b>0</b> | <b>0</b> | <b>0</b>  | <b>4</b>       | <b>100</b>         |

### **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, (Environmentalism 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 -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



Employability skill



|                      |                                    |          |          |          |           |                |                        |
|----------------------|------------------------------------|----------|----------|----------|-----------|----------------|------------------------|
| <b>SHSB52<br/>01</b> | <b>CONTEMPORARY<br/>LITERATURE</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>EL</b> | <b>Credits</b> | <b>Total<br/>Marks</b> |
|                      |                                    | <b>4</b> | <b>0</b> | <b>0</b> | <b>0</b>  |                |                        |

## 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' Gardensll (Chapter in *In search of our Mothers' Gardens*)

### UNIT 3 FICTION

**9 Hrs.**

Manjula Padmanabhan : *Harvest* - Girish Karnad : *Tale Danda* - Mahesh Dattani : *Seven Steps around the Fire.*

### UNIT 4 DRAMA

**9 Hrs.**

**Detailed:** Yarn 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 Pill by Yann Martel." *LANTERN (Journal on English Language, Culture and Literature)* 5.2 (2016).



Skill Development

| SHSB520<br>2 | CANADIAN<br>LITERATURE | L | T | P | EL | Credits | Total Marks |
|--------------|------------------------|---|---|---|----|---------|-------------|
|              |                        | 4 | 0 | 0 | 0  | 4       | 100         |

## 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. Sheckels, 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.



Skill Development

| SHSB5203 | ENGLISH FOR<br>CAREER<br>DEVELOPMENT | L | T | P | EL | Credits | Total<br>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 Skill

## 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.



Employability skill



| SHSB520<br>4 | COMPUTER ASSISTED<br>LANGUAGE<br>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).



Skill Development

| SHSB52<br>05 | WRITING FROM<br>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:

Kocharethill. E M Forster: Maurice.

### UNIT 5 9 Hrs.

Hoshang Merchant: —Teacher's Storyll. 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

- Tharu, Susie and K. Lalita, eds. *Women Writing in India: 600 BC to the Present*. 2 vols. 1991. Delhi: Oxford UP, 1993.
- 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 Carolynne 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



Skill Development

| SHSB70<br>03 | CONCEPTUAL<br>FOUNDATIONS OF<br>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



Employability skill

