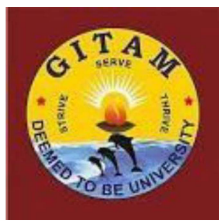


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)**  
**(Deemed to be University)**  
**VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A<sup>+</sup> Grade**



**CURRICULUM AND SYLLABUS**

**of**

**BA English**

**(w.e.f. 2021-22 admitted batch)**

## **Academic Regulations**

Applicable for the Undergraduate programmes in the Faculties of  
**Engineering, Humanities, Management and the Sciences**

<https://www.gitam.edu/academic-regulations>

## **Aims & Objectives of the Programme**

### **Aims of the Programme**

The BA English programme offered at GITAM aims at providing comprehensive education in sync with GITAM's vision and mission. The programme equips students with knowledge, employability skills and a multidisciplinary perspective.

The programme is designed to meet the needs of students who wish to pursue careers in the media industry, publishing (writing, editing, and content development), translation, corporate training, advertising, PR and other related fields. It also lays a strong foundation for higher education, research and academic careers.

### **Programme Educational Objectives (PEOs)**

- Demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use.
- Identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practices.
- Apply suitable critical and theoretical approaches to the study and analysis of select texts.
- Gain exposure to representative literary texts in multiple genres from different historical, geographical and cultural contexts.
- Relate to people with empathy, employ creative problem-solving strategies and engage meaningfully in a diverse world.

### **Programme Outcomes (POs) and Program Specific Outcomes (PSOs)**

#### **Programme Outcomes ( POs)**

- Understand the significance and scope of English literature and language education
- Develop a comprehensive understanding of the theories and practice in the field of Humanities and Social Sciences.
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Communicate effectively with people in speech and writing
- Engage critically with the texts and identify nuances
- Apply verbal communication abilities, textual, visual, and communication technologies for better career prospects.

- Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Demonstrate critical and analytical thinking skills on issues of contemporary relevance.
- Analyse and evaluate various socio-economical, geographical, political, ideological, historical, and philosophical traditions and thinking.
- Broaden their outlook and sensibility and acquaint themselves with cultural diversity
- Accept and appreciate divergence in perspectives
- Ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.

### **Programme Specific Outcomes (PSOs)**

- demonstrate the ability to prepare, organize and deliver content in a variety of formats both in speech and writing for academic and professional use. (PEO 1 & 2)
- identify relevant print and internet resources for study of select topics, and use them appropriately in writing assignments, presentations and seminars by following standard academic conventions and ethical practices. (PEO 1 & 2)
- apply suitable critical and theoretical approaches to the study and analysis of select texts. (PEO 1 & 2)
- gain exposure to representative literary texts in multiple genres from different historical, geographical and cultural contexts. (PEO 2 & 3)
- relate to people with empathy, employ creative problem-solving strategies and engage meaningfully in a diverse world. (PEO 1 & 3)

**University Core (UC)**

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

\* Pass/Fail courses

# Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

**Softskills courses 5 and 6**

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 6C)	0	0	2	0	0	1

**Sports courses**

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2

DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

**Club Activity courses**

<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

**Community Service courses**

<b>Course code</b>	<b>Level</b>	<b>Course title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

### Faculty Core (FC)

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
		<b>Total Credits</b>							<b>12</b>

### Major Core (MC)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Foundations of British Literature - 14th and 15th Centuries	Reading Literature	4	0	0	0	0	4
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3
	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 17th Century	Exploring New Worlds: The 16th Century British Literature	4	0	0	0	0	4
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
	3	Introduction to Literary Theory and Criticism	Reading Literature	4	0	0	0	0	4
	3	Internship / Project		0	0	0	0	5	5
		<b>Total Credits</b>							<b>41</b>





## Minors from other Departments

### Economics

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Microeconomic Theory	None	3	0	0	0	0	3
	1	Macroeconomic Theory	None	3	0	0	0	0	3
	2	Theory of Public Finance	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Development Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	International Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Indian Economy-I	Theory of Public finance, Development Economics, International Economics	3	0	0	0	0	3
	3	Indian Economy-II	Indian Economy-I	3	0	0	0	0	3
	3	History of Economic Thought	Theory of Public Finance, Development Economics, International Economics	3	0	0	0	0	3
		<b>Total Credits</b>							<b>24</b>

### Political Science

Course Code	Level	Course title	Pre-requisite	L	T	P	S	J	C
POLS1011	1	Introduction to Politics	None	3	0	0	0	0	3
POLS1031	2	Western Political Thought 1	None	3	0	0	0	0	3
	2	Western Political Thought 2	Western Political Thought 1	3	0	0	0	0	3
	2	Indian Political System	None	3	0	0	0	0	3
	2	International Relations	None	3	0	0	0	0	3
	2	Political Theory	Western Political Thought 1 & 2	3	0	0	0	0	3
	3	Comparative Politics	None	3	0	0	0	0	3
	3	Public Administration	None	3	0	0	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Psychology

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Psychology	None	3	0	0	0	0	3
	2	Social Psychology	None	3	0	0	0	0	3
	2	Experimental Psychology	Introduction to Psychology	1	1	2	0	0	3
	2	Understanding Psychological Disturbances	Introduction to Psychology	3	0	0	0	0	3
	2	Lifespan Development	Introduction to Psychology	3	0	0	0	0	3
	3	Psychological Assessment	Experimental Psychology	2	0	2	0	0	3
	3	Counselling Psychology	Understanding Psychological Disturbances	3	0	0	0	0	3
	3	Yoga and Welbeing	Introduction to Psychology	1	1	2	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Sociology

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 & 2	3	0	0	0	0	3
	3	Political Sociology	Classssical Sociological Thought	3	0	0	0	0	3
	3	Science, Technology and Society	Classical Sociological Thought & Sociology of Religion	3	0	0	0	0	3
	2	Sociology of Gender		3	0	0	0	0	3
	3	Economic Sociology		3	0	0	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	<i>Sāttvikabhinaya</i> Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3

			<b>Total Credis</b>						<b>24</b>
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### Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		<b>Total Credits</b>							<b>24</b>

### Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatanatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3
	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		<b>Total Credits</b>							<b>24</b>

### Visual Communication

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Visual Communication	None	3	0	0	0	0	3
	1	Visual Arts	None	1	0	4	0	0	3

	2	Fundamentals of Graphic Designs	None	1	0	4	0	0	3
	2	Photography	None	1	0	4	0	0	3
	2	2D Animation	None	1	0	4	0	0	3
	2	Audio Production	None	1	0	4	0	0	3
	3	Television broadcasting	None	2	0	2	0	0	3
	3	Visual Media Editing	None	1	0	4	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Mass Communication

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Introduction to Mass Communication	None	3	0	0	0	0	3
	1	Film Appreciation	None	2	0	2	0	0	3
	2	Graphic Design for Mass Media	None	1	0	4	0	0	3
	2	Photojournalism	None	1	0	4	0	0	3
	2	Media Law & Ethics	None	3	0	0	0	0	3
	2	Digital Film Making	None	1	0	4	0	0	3
	3	Foundational Concepts of Media Studies	None	2	0	2	0	0	3
	3	Digital Marketing	None	2	0	2	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiosity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and	3	0	0	0	0	3

			Iconography, Ancient Indian Social Structure						
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3
			<b>Total Credits</b>						<b>24</b>

## Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
		Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		<b>Total Credits</b>							<b>24</b>

## Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%
Open Electives	15	13%
<b>Total Credits</b>	<b>120</b>	<b>100%</b>

# CSEN1001: IT Productivity Tools

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1*</b>

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

## Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

## List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of an examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: [www.draw.io](http://www.draw.io) or smartdraw
10. Create a website of his interest.

## Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274



## References/Online Resources

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

## Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: [www.draw.io](http://www.draw.io) .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

# LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

## Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

## List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

## References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. ( 2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

## Online References

- [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
- <https://freerice.com/categories/english-vocabulary>

## Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

## LANG1011: Communication Skills in English

L T P S J C  
0 0 4 0 0 2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

### Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

### List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

## Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

## Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteeners.britishcouncil.org](http://learnenglishteeners.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

## Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

# LANG1021: Advanced Communication Skills in English

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

## Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

## List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2



9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrations/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

### Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

### **Online Resources**

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

### **Course Outcomes**

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

## CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

### Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

### Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, <i>Self Awareness</i> : Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: <i>Self Control, Trustworthiness &amp; Adaptability</i>	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	<b>Total Hours</b>	30

### Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

### References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD1011: Leadership Skills & Quantitative Aptitude (Soft Skills 2)

L   T   P   S   J   C  
0   0   2   0   0   1

## Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

## Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: <i>The Communication Process</i> , Elements of Interpersonal Communication, <i>Non-Verbal Communication</i> : Body Language, Posture, Eye Contact, Smile, Tone of Voice, <i>Barriers to Communication</i> . Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	<b>Total Hours</b>	30

### Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

### References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

## Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

## Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
  2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
  3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
  4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.
- 
1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
  2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
  3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**Course Outcomes:**

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications



# CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

## Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies ( Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

## Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
  2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
  3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
  4. Explain how to solve questions in Mental Ability ( Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra ( Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)
- 
1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
  2. Error Detection: Tenses and their Uses
  3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
  4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
  5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

**Course Outcomes:**

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# VEDC1001: Venture Development

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
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## Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

## Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

## Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

***Expectations of you in the classroom:*** Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

***Late assignments:*** Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

***Presentation:*** Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

***Time spent outside of class:*** The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

### **Group Project Overview**

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

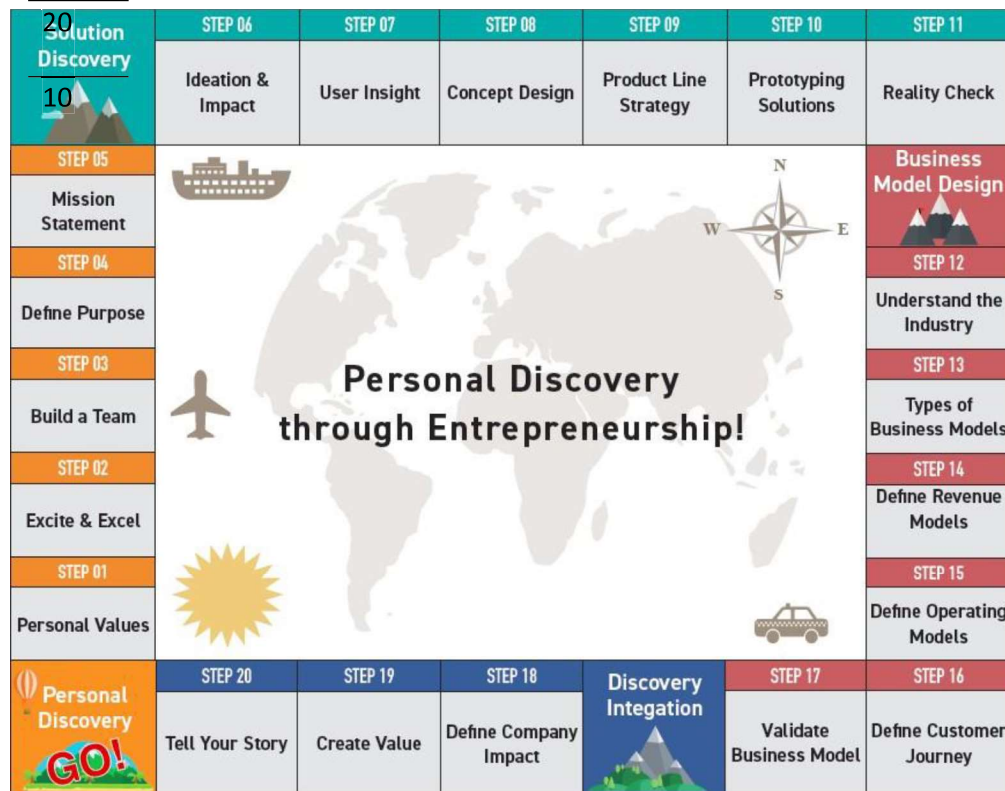
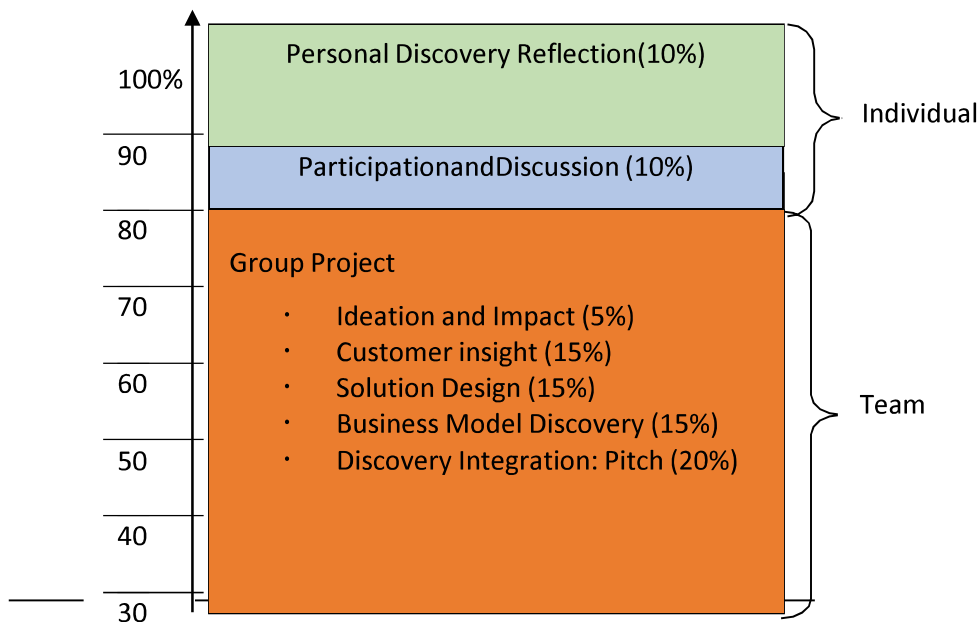
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can be used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

### **Project Components and Grading**



[20 Steps and activities in this course]

### **Deliverables**

There are a number of different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates. Rather, different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

## **Specific Deliverables**

**Ideation and Impact** Hand-in Package: 5% of total grade  
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63  
(with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

**Customer Interviews and Insight** Hand-in Package: 15%  
(1<sup>st</sup> Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78, plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do your customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

**Concept Design (and Test)** Hand-in Package: 15%

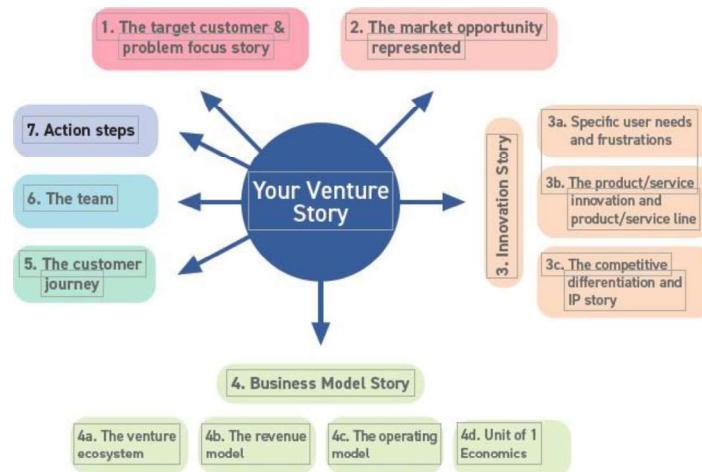
- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144  
(You can use more than 2 pages for reporting the results.)

**Business Model Design** Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170  
(Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

**Discovery Integration** Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20 (PowerPoint)
- Overall Pitch Design Template: Page 264



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch. The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are too complex to present to outside people who have not taken the course. Therefore, design this pitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses! You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

### **Individual Innovation Assignments**

You will be required to submit two Reflection Journals as well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

#### **(1) Personal Discovery Reflection Journal (10%)**

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

#### **(2) Insight Learning Reflection Journal (10%)**

At the end of this semester, you are to prepare a short reflection of impressive sessions as well as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

## Course Schedule

We ek	Sessi on	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	<b>Course Overview</b>	<ol style="list-style-type: none"> <li>1. Why is entrepreneurship important?</li> <li>2. What is Personal Discovery through Entrepreneurship?</li> <li>3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration</li> <li>4. Preparation (finding interesting areas)</li> </ol>	<b>Lecture and Discussion</b>
	2	<b>Personal Discovery</b> (Step 01, Step 02)	<ol style="list-style-type: none"> <li>1. Personal Values</li> <li>2. Strength and Weakness</li> </ol>	Individual: <ul style="list-style-type: none"> <li>• Work with the templates provided on pages:</li> <li>• Core values: 22, 23</li> <li>• Skills: 27, 28, 29, 30, 31</li> <li>• Societal Contribution: 33, 34</li> </ul>
2	3	<b>Find Teammates</b> (Step 03)	<ol style="list-style-type: none"> <li>1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area.</li> <li>2. Find teammates               <ol style="list-style-type: none"> <li>(1) Shared values</li> <li>(2) Levels of commitment</li> <li>(3) Skills and experiences (Same or Different?)</li> </ol> </li> </ol>	Problem template: Page 9 <ul style="list-style-type: none"> <li>• Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets.</li> <li>• Sit back and assess: Team templates on Pages 44, 45, and 46.</li> <li>• Prepare to present your team, the problem it is going to tackle, and its collective skills.</li> </ul>
	4	<b>Define Purpose</b> (Step 04) <b>Create Mission</b> (Step 05)	<ol style="list-style-type: none"> <li>1. Methods for defining and refining a venture's purpose</li> <li>2. Defining a Venture's Purpose</li> <li>3. Creating a Vision Statement</li> </ol>	Team: <ul style="list-style-type: none"> <li>• Purpose and Mission Templates: Pages 49 and 52</li> <li>• Be prepare to present to the class.</li> <li>• Personal Discovery Reflection Journal Due</li> </ul>

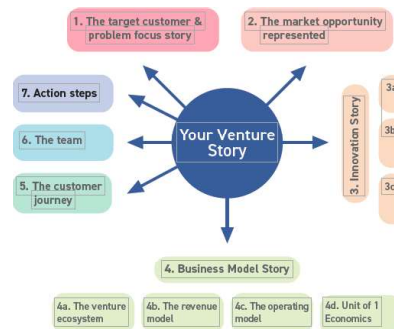


<b>We ek</b>	<b>Sess ion</b>	<b>Topics and Steps</b>	<b>Key CONCEPTS Introduced in Class</b>	<b>Class Focus Activity</b>
3	5	<b>Ideation &amp; Impact (Step 06)</b>	Ideation Methods <ul style="list-style-type: none"> <li>• An in-class ideation exercise</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Problem to Solve Templates, Step 4, Page 62, and 63</li> </ul>
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: <ul style="list-style-type: none"> <li>• Idea Impact Template, Step 6, Page 69</li> </ul>
4	7	<b>User Insights Frameworks (Step 07)</b>	<ul style="list-style-type: none"> <li>• Identify and find the right target users.</li> <li>• Interview style and methods</li> <li>• The Customer Interview template.</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Customer Interviews Template, Step 7, Pages 75</li> <li>• Edit interview template for your project.</li> </ul>
	8		Laddering methods for interviews	Team: <ul style="list-style-type: none"> <li>• Latent Needs Template, Step 7, Page 93</li> </ul>
5	9	<b>User Insights Customer Interviews (Step 07)</b>	<ul style="list-style-type: none"> <li>• Finding latent needs</li> <li>• Field work check-in</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Latent Needs Template, Step 7, Page 93</li> <li>• Field work – customer interviewing</li> </ul>
	10		<ul style="list-style-type: none"> <li>• Think about innovation across the entire use case</li> <li>• Field work check-in</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Full Use Case Template, Step 7, Page 99</li> <li>• Field work – customer interviewing</li> </ul>
6	11	<b>User Insights Interpreting Results (Step 07)</b>	<ul style="list-style-type: none"> <li>• Interpreting customer interview results</li> <li>• Field work check-in</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Field work – customer interviewing</li> <li>• Also talk to retailers/dealers if appropriate</li> </ul>
	12		<ul style="list-style-type: none"> <li>• Idea Reshaping based on Customer Interviews</li> <li>• Field work check-in</li> </ul>	Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.
7	13	<b>User Insights Interpreting Results (Step 07)</b>	<ul style="list-style-type: none"> <li>• Customer Research Reports</li> <li>• Implications for product and service design</li> </ul>	<ul style="list-style-type: none"> <li>• Teams prepare PPTs for class presentation</li> <li>• <b>Customer Insight Template Hand-in Package</b></li> </ul>
	14			

<b>We ek</b>	<b>Sess ion</b>	<b>Topics and Steps</b>	<b>Key CONCEPTS Introduced in Class</b>	<b>Class Focus Activity</b>
8	15	<b>Concept Design</b> (Step 08)	<ul style="list-style-type: none"> <li>• Defining Customer Value</li> <li>• Understanding Customer Value Proposition</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Customer Value Proposition</li> <li>• Template: Step 8, Page 107</li> <li>• Draft the CVP</li> </ul>
	16		<ul style="list-style-type: none"> <li>• Presentation and review of CVPs</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Complete CVP</li> </ul>
9	17	<b>Competitive Analysis and Positioning</b> (Step 08)	<ul style="list-style-type: none"> <li>• Understanding of Competitive Matrix</li> <li>• Competitive positioning: creating your separate space</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Identify major competitors, and dimensions for analysis</li> <li>• Template: Step 8, Page 109</li> </ul>
	18		<ul style="list-style-type: none"> <li>• Presentations of Competitive Analyses and Positionings</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Perform the competitive analysis and present results, including positioning</li> </ul>
10	19	<b>Product Line Strategy</b> (Step 09)	<ul style="list-style-type: none"> <li>• Product line framework: good, better, best on underlying platforms, plus application to Services.</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Identify good, better, best variations based on the underlying concept.</li> <li>• Product line template: Page 115</li> </ul>
	20	<b>Product Visioning Subsystem Design, and Prototype Sketch</b> (Step 10)	<ul style="list-style-type: none"> <li>• The structured bubble chart, showing implementation options and the team's choices</li> <li>• Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.)</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials.</li> <li>• Underlying bubble chart showing your decision process.</li> <li>• Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126</li> </ul>
<b>We ek</b>	<b>Sess ion</b>	<b>Topics and Steps</b>	<b>• Key CONCEPTS Introduced in Class</b>	<b>Team or Individual Activity</b>
11	21	<b>Reality Check</b> (Step 11)	<ul style="list-style-type: none"> <li>• The purpose of the Reality Check, testing the product concept, channel preferences, and much other.</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Reality Check Survey Template and Results: Step 11, Page 141, 143-144</li> </ul>

	22		<ul style="list-style-type: none"> <li>• Guidance on the number or additional customers for the reality check survey</li> <li>• How to analyze and interpret the results</li> </ul>	<ul style="list-style-type: none"> <li>• Customize the Reality Check template for your venture.</li> <li>• Do a quick round of customer surveying. Aim for 12 more interviews.</li> </ul>
12	23	<b>Industry Analysis</b> (Step 12)	<ul style="list-style-type: none"> <li>• Team reports on Reality Check Results</li> <li>• Examine major components of an Industry Analysis</li> <li>• Review Templates</li> </ul>	<p>Team:</p> <ul style="list-style-type: none"> <li>• Prepare and present the results of your reality check, plus any pivots you wish to make.</li> <li>• <b>Concept Design (and Test) Hand-in Package</b></li> <li>• Industry Analysis Templates: Step 12, Pages 153 and 154s</li> </ul>
	24	<b>Business Model</b> (Step 13)	<ul style="list-style-type: none"> <li>• Defining the Business Model:</li> <li>• Lecture on basic structure and different types.</li> <li>• Illustrating it as the flow of product, money, and information.</li> </ul>	<p>Team:</p> <ul style="list-style-type: none"> <li>• Business Model Illustration Template, Step 13, Page 170</li> </ul>

<b>We ek</b>	<b>Sess ion</b>	<b>Topics and Steps</b>	<b>• Key CONCEPTS Introduced in Class</b>	<b>Team or Individual Activity</b>
13	25	<b>Business Model</b> (Steps 14, 15, 16, 17)	<ul style="list-style-type: none"> <li>• Revenue and Expenses</li> <li>• The key decision points in the Revenue Model</li> <li>• The key decision points in the Operating Model</li> <li>• Designing the Customer Journey</li> <li>• Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.)</li> </ul>	Team <ul style="list-style-type: none"> <li>• Step 14, Page 177</li> <li>• Step 15, Page 187</li> <li>• Step 16, Page 195</li> <li>• Step 17, Pages 199 and 200</li> <li>• Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.</li> </ul>
	26			
14	27	<b>Impact Visioning</b> (Step 18)	<ul style="list-style-type: none"> <li>• Develop clear statements for business and societal impact.</li> <li>• Look at good existing examples of companies that do both.</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264</li> <li>• <b>Business Model Design Hand-in Package</b></li> </ul>
	28	<b>Creating Value</b> (Step 19)	<ul style="list-style-type: none"> <li>• Develop a project of the profitability in make low volumes for a product, a service, and a Web app.</li> <li>• Discuss applications of the framework to your venture.</li> </ul>	Team: <ul style="list-style-type: none"> <li>• Develop and present Unit of 1 Economics Template, Step 19, Page 229</li> <li>• Keep working on the Final presentation</li> </ul>

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29	Tell Your Story	<ul style="list-style-type: none"><li>• Presentation Format and Style</li><li>• Format:<ul style="list-style-type: none"><li>(1) Title Slide with names and contact information</li><li>(2) The Target Customer and the Problem to be Solved</li><li>(3) The Market Opportunity</li><li>(4) The Innovation Story</li><li>(5) The Business Model Story</li><li>(6) The Customer Journey</li><li>(7) The Team</li><li>(8) The Proposed Action Steps.</li><li>(9) Appendices (if needed or desired)</li></ul></li><li>• If you have built a prototype during the class, please bring it and show it to us!</li></ul> <p>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)</p>	<p>Team:</p> <ul style="list-style-type: none"><li>• The PPT Presentation</li></ul>  <ul style="list-style-type: none"><li>• Practice, practice, practice!</li><li>• Not too many words on one slide</li><li>• Use pictures</li><li>• Use template to develop your thinking, but try to create slides that are not just the templates.</li></ul>
	30			
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	<p><b>Team: Your Venture PPTs</b></p> <p><b>Individual: Insight Learning Reflection Journal</b></p>

## Course Outcomes

- Identify one's values, passions, skills and their will to contribute to society
- Formulate an idea and validate it with customers
- Demonstrate prototyping and analyze the competition for the product
- Create business models for revenue generation and sustainability of their business
- Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

# DOSP1001: Badminton

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2*</b>

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

## Reference:

1. Handbook of the Badminton World Federation (BWF)

# DOSP1011: Chess

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2*</b>

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

## Reference:

1. International Chess Federation (FIDE) Handbook

# DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

## Reference:

1. FIFA Laws of the Game



# DOSP1041: Volleyball

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2*</b>

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

## Reference:

1. FIVB - Official Volleyball Rules

# DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

## Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

# DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

## Reference:

1. FIBA Basketball Official Rules

# DOSP1111: Throwball

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2*</b>

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

## Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

## Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

## List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

## Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

## Reference:

1. World Throwball Federation - Rules of the Game

## DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

### Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

### List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

### List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

### Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**

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

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curricular activities
- Learn to manage time effectively
- gain confidence

## DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

### Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

### List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

### List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

### Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**

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

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies



## DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

### Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

### List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

### List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Text Books**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**

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

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

## DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

### Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

### List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

### List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Text Books**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes**

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

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

# POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

## Course Description:

This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

## Course Objectives:

1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

## Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

## Unit I: India as a Nation

6 hrs

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108. doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

## Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

## Unit 2: Understanding the Constitution

6 hrs

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

### Module Learning Outcomes

Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India

Evaluate constituent assembly debates in framing Indian Constitution.

## Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.

Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

### Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

## Unit 4: Citizenship

6 hrs

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333.

Valerian Rodrigues

### Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

### **Unit 5: Separation and Distribution of Powers**

**6 hrs**

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

### Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

### **Recommended Readings:**

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.

Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

# PHPY1001: Gandhi for the 21st Century

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2*</b>

## Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

## Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

## Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

## Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

## Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

## Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

## Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

## Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.



5. To examine the significance of constructive programs today

### **Course Outcomes**

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

### **References**

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

## DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

### Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

### List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

### List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

### Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

**Course Outcomes**

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

## DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

### Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

### List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

### List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

### Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References**

1. A path appears: Transforming lives, creating opportunities  
(Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non-government community service organizations

**Course Outcomes**

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

# ENVS1001: Environmental Studies

L	T	P	S	J	C
3	0	0	0	0	3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

## Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

## Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

### UNIT – I Multidisciplinary nature of environmental studies & Natural Resources:

No of Hours:  
10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

### UNIT – II Ecosystem and biodiversity

No of Hours:  
10

**Ecosystem:** Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

**Biodiversity:** Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity”

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT – Environmental Pollution**

No of Hours:

**III**

10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

**Activity**

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

**Learning Outcomes:**

After completion of this unit, the student will be able to

**UNIT – IV Social Issues and the Environment**

No of Hours:

10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

**Activity:**

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

**UNIT – V Human Population and the Environment and Environment Protection Act and Field work**

No of Hours:

10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

**Activity:**

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

**Text Book(s)**

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2<sup>nd</sup> Edition. Cengage Learning India. 2012.

**Additional Reading**

1. Benny Joseph. Textbook of Environmental Studies 3<sup>rd</sup> edition, McGraw Hill Publishing company limited. 2017.

**Reference Book(s):**

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6<sup>th</sup> Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5<sup>th</sup> edition. 2005.

**Journal(s):**

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

**Website(s):**

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

[From Climate Science to Action | Coursera](#)

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation



# MFST1001: Health & Wellbeing

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1*</b>

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

## Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

## UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

## UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

## UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

## UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

## Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

# **CLAD2001: Preparation for Campus Placement-1**

## **(Soft Skills 5A)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Description:**

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

### **Course Objectives:**

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

### **Course Outcomes:**

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

## **CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Description:**

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

### **Course Objectives:**

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
  2. Orient the students for GRE/ GMAT through mock tests
- 
1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
  2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
  3. Analytical Writing Assessment: Issue/ Argument
  4. Integrated Reasoning

### **Course Outcomes:**

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

### **References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

## **CLAD2021: Preparation for CAT/ MAT - 1 (Soft Skills 5C)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Description:**

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

### **Course Objectives:**

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
  2. Orient the students for CAT/ XAT, etc. through mock tests
- 
1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
  2. Data Interpretation: Data Interpretation and Data Sufficiency
  3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
  4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

### **Course Outcomes:**

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

### **References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

## **CLAD2031: Preparation for Campus Placement-2**

### **(Soft Skills 6A)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

#### **Course Description:**

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

#### **Course Objectives:**

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
  2. To sharpen the test-taking skills in all four major areas of all campus drives
- 
1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
  2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
  3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
  4. Reasoning II: Logical and Verbal Reasoning

#### **Course Outcomes:**

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

#### **References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications



## **CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2**

### **(Soft Skills 6B)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

#### **Course Description:**

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

#### **Course Objectives:**

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
  2. Orient the students for GRE/ GMAT through mock tests
- 
1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
  2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
  3. Analytical Writing Assessment II: Issue/ Argument
  4. Integrated Reasoning II

#### **Course Outcomes:**

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

#### **References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

## **CLAD2051: Preparation for CAT/ MAT - 2 (Soft Skills 6C)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Description:**

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

### **Course Objectives:**

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.
1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

### **Course Outcomes:**

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

### **References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

# FINA3001: Personal Financial Planning

<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>J</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1*</b>

## Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.

This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

## Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

## Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

## Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

## Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

## Unit 3: Investment Products and Measuring Investment Returns

**Investment Products:** Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity

**Measuring Investment Returns:** Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

#### **Unit 4: Retirement Planning**

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

#### **Unit: 5 Tax Planning**

**Income Tax:** Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

#### **Text Books**

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

#### **Reference Books**

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

## Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

**Prerequisite: None**

### Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation. *The Power of Critical Thinking* by Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

### Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

### Module I: The Basics

**No of Hours: 13**

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be able to:

1. understand the dynamics of critical thinking; L2
2. differentiate arguments from claims; L2
3. aware of obstacles to critical thinking; L2
4. aware of subjective and social relativism; and L2
5. logically put forward arguments L3

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module II: Reason and Reasoning****No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be:

1. aware of how to think logically. L2
2. understand the importance of beliefs and doubts; L2
3. aware of conflicting claims; L2
4. aware of fallacies and premises. L2

**Pedagogy tools:** Blended learning, video lectures, self reading

**Module III: Arguments****No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive & Inductive Reasoning; Connectives and Truth Values, Validity.

**Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

**Learning Outcomes**

Students will be able to:

1. develop a variety of arguments for a given problem; L3

2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

**Pedagogy tools:** Blended learning, video lectures, self reading

#### **Module IV: Explanations**

**No of Hours: 12**

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

#### **Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

#### **Learning Outcomes:**

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing. L3

**Pedagogy tools:** Blended learning, video lectures, self reading

#### **Module V: Critical Thinking in Humanities and Social Sciences**

**No of Hours: 12**

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

#### **Essential Reading:**

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

#### **Learning Outcomes**

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

## Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end of the semester for 30%. The formative (70%) will be spread over throughout the semester.

### Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			<b>70</b>
External Examination			<b>30</b>
Total			<b>100</b>



## Reference Readings:

- Alec Fisher, *Critical Thinking: An Introduction Second Edition*. Cambridge University Press, 2001.
- Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.
- James Shiveley, “Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues’ Libraries Moduleed, 2009.
- John Barell, *Developing More Curious Minds*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.
- Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.
- Madhu Chanda Sen. *An Introduction to Critical Thinking*. Pearson Publications, 2010.
- Richard Epstein, *Critical Thinking*. Wadsworth Publishing, 2005.
- S Harding, “Rethinking Standpoint Epistemology: What is Strong Objectivity?”, in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.
- Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.
- Terence Ball, “History and the Interpretation of Texts”, in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.
- Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

## Academic Writing

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

L	T	P	S	J	C
4	0	0	0	0	4

**Prerequisite: Critical Thinking and Analysis**

### Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

### Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

### Course Structure

**Module I: Introduction to the Process of writing and Genres**

**Hours: 13**

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

### Essential Reading

- 1) "What is Academic Writing?" By L Lennie Irvin
- 2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruszkiewicz and Jay Dolmage

### Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

## Module II: Tools of Writing

**Hours: 12**

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

### Essential Reading

- 1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_about\\_fiction/pre\\_writing.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html)
- 2) Research and Sources (section 35-42) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

### Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

## Module III: Writing Essays

**Hours: 12**

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

### Essential Reading

- 1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
- 2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

### Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

## Module IV: Writing a Review

**Hours: 12**

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

### Essential Reading

- 1) Different discipline specific reviews for different programme of students

### Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

**Pedagogy tools:** Blended learning, video lectures, self reading and activities such as Review of cinema/ book

## Module V: Ethical Aspects of Academic Writing

**Hours: 12**

- What is ethical practice?
- What is plagiarism and how to avoid?

### Essential Reading

Web source: What is Ethical Writing and why is it important,  
<https://www.kent.edu/stark/ethical-writing-reliable-sources>

### Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3
- Acknowledge and cite scholarship used in own writing L3

**Pedagogy tools:** Blended learning, video lectures, self reading

### Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

### Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			<b>70</b>
External Examination			<b>30</b>
Total			<b>100</b>

### Reference Readings

Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.

- Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8<sup>th</sup> Ed. Bedford. 1999.
- Berger, John. *Ways of Seeing*. Penguin Books. 1972.
- Terrinoni, Enrico. *Working on Texts: Reading Literature Critically*. Universal Publishers, 2012.
- Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.
- Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.
- Hogue, Ann. *First Steps in Academic Writing*. 2nd Ed. Pearson- Longman. 2008.
- Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.
- Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.
- Textual Analysis.Bauer, Martin W., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
- Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
- Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.
- Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie. Wadsworth, Cengage Learning. 2012
- Fiction Reading On Head And Heart*.Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.
- Reading, Hearing, And Seeing Poetry Performed*. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.
- A Textbook for the Study of Poetry*, F.M. Connel. 1913.
- A Practical Guide to Academic Writing for International Students*. Routledge.2018.
- A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

## Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

**Course Type: Faculty Core**

**Course Level: 100**

**Credits: 4**

**Course Code:**

**Prerequisite: None**

### Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

### Course Objectives

- Familiarise notions of “humanities,” “humanities computing,” and “digital humanities”
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

### Course Outcomes

After pursuing the course, students will be able to –

- 1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
- 2) Familiarise themselves with latest methods of digital computation and its impact and usages
- 3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
- 4) Realise the domain of and significance of digital Humanities in its terminologies and methods
- 5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

### Module I: Digital Humanities: Origin

**No of Hours: 13**

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

### Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities*, MIT Press, 2012, p. 3-26

### Learning Outcomes

Students will be able to:

- 1) Understand connection between digital humanities and literature research; L2
- 2) Understand different aspects of its origin and evolution; L2

**Pedagogy tools:** Blended learning, video lectures, self reading

## Module II: Impact of Big Data on Human Societies

**No. of Hours: 12**

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

### Essential Reading

Boyd, Dana and Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

### Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

**Pedagogy tools:** Blended learning, video lectures, self reading

## Module III: Digitization No. of Hours: 12



## Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

### Essential Reading

Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

### Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism;  
L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies. L2

**Pedagogy tools:** Blended learning, video lectures, self reading

## Module IV

### Humanities, Space and Meaning

**No. of Hours: 12**

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

### Essential Reading

Jo Guldi, “What is the Spatial Turn?” Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. <http://spatial.scholarslab.org/spatial-turn/>

### Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

**Pedagogy tools:** Blended learning, video lectures, self reading

## Module V

### Digital Humanities: A Critical Analysis

**Hours: 12**

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

### Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, *Digital Humanities Quarterly* 7, no. 1 (2013). <http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html>

### Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

**Pedagogy tools:** Blended learning, video lectures, self reading

### Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

### Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			<b>70</b>
External Examination			<b>30</b>
Total			<b>100</b>

### Suggested Readings:

- Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
- Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) <http://dhdebates.gc.cuny.edu/debates/text/20>
- Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" <http://dhdebates.gc.cuny.edu/debates/text/16>
- Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.
- Bethany Nowviskie, "Skunk in the Library." <http://www.nowviskie.org/2011/a-skunk-in-the-library/>.
- Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.
- Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015.
- Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.
- Daniel Apollon, Claire Bélisle, and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
- Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.
- Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.
- Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020.
- Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.
- John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" <http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/>
- Joshua Rothman, "An Attempt to Discover the Laws of Literature," *New Yorker* (March 20, 2014). <http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-of-literature>.
- Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.
- Kathleen Fitzpatrick, *The humanities, done digitally*, *Debates in the Digital Humanities*, Matthew Applegate, *Guerrilla Theory: Political Concepts*, *Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.
- Matthew G. Kirschenbaum, *What is digital humanities and what's it doing in English departments?*, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/38>

- Richard Grusin, "The Dark Side of the Digital Humanities—Part 2."  
<http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/>
- Rosenzweig, Roy and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.
- Sabharwal, Arjun. *Digital curation in the digital humanities: Preserving and promoting archival and special collections*. Chandos Publishing, 2015.
- Schnapp, Jeffrey. *Digital Humanities*. Cambridge: MIT Press, 2021.
- Schreibman, Susan and Ray Siemens, editors. *A Companion to Digital Literary Studies*. New Jersey: Blackwell Publishing, 2008.
- Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities*, 2004, <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1>
- Tara McPherson, "Why are the Digital Humanities So White?" (in Gold)  
<http://dhdebates.gc.cuny.edu/debates/text/29>
- Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. *Defining digital humanities: a reader*. Routledge, 2016.
- Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet Publishing, 2012.
- Wendy Hui Kyong Chun, "The Dark Side of the Digital Humanities—Part 1."  
<http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/>

## Reading Literature

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**100

**Prerequisite:**None

**Credits:**3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

Reading Literature aims to introduce early graduate students to English literature and its various genres, styles and forms. With a tangential reference to the historical chronology of the development of genres, the course proposes to focus on the stylistic devices and interpretative possibilities that make literature unique as a discipline. Besides familiarity with literary style and content analysis, students are expected to develop a literary sensibility aiding their critical engagement with literature through this course.

### Course Objectives

This course aims to –

1. Familiarise students with literary use of language and literary devices
2. Introduce students with different genres, their evolutions
3. Train students with different interpretative and reading techniques
4. Make students aware of the disciplinary values of literature

### Course Outcomes

After pursuing this course, students will be able to –

- 1) Identify and discuss literary use of language with references to syntactical variations as well as figures of speeches
- 2) Identify the use of different rhythm, meter and their purpose and connection with the content
- 3) Appreciate poetic or prose works for their linguistic as well literary qualities
- 4) Identify and appreciate different genres of poetry and prose
- 5) Critically engage with the idea of reading as well as writers

### I: Language and Literature

Concepts: What is literary; Use of language – the syntax and the poetic; Polyphony of Text - Single and multiple voices/perspectives.

### Essential Readings

1. Ruskin Bond “Eyes of the Cat”

2. Langston Hughes “Dreams”
3. Emily Dickinson “Because I could not Stop for Death”
4. Laura Bohannon “Shakespeare in the Bush”

## **Module II: Literature and Ideology**

Concepts - Power, hegemony, coercion, propaganda, state apparatus, interpellation, discourse, location of culture and use of irony, satire or figures of speech like paradox

### **Essential Readings**

1. George Orwell “A Hanging”
2. Hansda Sowvendra Shekhar “The Adivasi will not Dance”

## **Module III: Reading Poetry**

Concepts: Prosody: Rhythm, Meter – Rhyme - Alliteration, Assonance – Diction. Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.

Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Ghazal, Prose Poetry, Narrative poetry, Performance Poetry.

### **Essential Readings**

**\*The following list of texts are not for detailed study but to provide a sample study of the different forms of poetry. They are to read along with the discussion on the forms from M H Abrams which is the primary text for this Module. Assignments are to be made focussing not on the text but the concepts.**

1. Select portions from A Glossary of Literary terms by M H Abrams (7<sup>th</sup> Edition)
2. Sonnet: William Shakespeare- Shall I Compare thee to a Summer’s Day; Milton - On His Blindness
3. Ballad: William Butler Yeats - The Song of Wandering Aengus
4. Ode: P B Shelley - Ode to the West wind
5. Elegy: Thomas Gray – Elegy Written in a Country Churchyard
6. Dramatic Monologue: Robert Browning: My Last Duchess
7. Metaphysical: Andrew Marvell – To His Coy Mistress
8. Epic: Milton – Invocation stanzas Paradise Lost
9. Mock Epic – Alexander Pope – Bellinda’s Toilet Scene from The Rape of the Lock
10. Free Verse: T S Eliot - The Love Song of J. Alfred Prufrock
11. Performance Poetry: Rafeef Ziadah - We Teach Life Sir

## **Module IV: Reading Prose**

Concepts: Evolution and functions of Prose – Early translations - homilies- bible translations- Discourse of usefulness- Elizabethan prose-tracts, pamphlets and treatises- eighteenth-century prose – Victorian and modern prose; the world of fiction.

## Essential Readings

**\*The following texts are not for detailed study but substantiate the above concepts. Assignments are to be made focussing not on the text but the concepts.**

1. John Lyly To The Gentlemen Readers (from Euphues The Anatomy of Wit)
2. Francis Bacon “Of Studies”
3. Jonathan Edwards “Sinners in the Hands of an Angry God”
4. Charles Dickens “The Period” (from A Tale of Two Cities)

## Module V: Readers and Writers of literature

Concepts: Reading and readers; Authority and voice; Implied Author, Text; Transactional-affective-subjective and psychological readings.

## Essential Readings

1. Michel De Certeau “Reading As Poaching”
2. Wolfgang Iser “Interaction between text and Reader”
3. Assata Shakur “Love is a contraband in Hell”

## Reference Readings

- *A Concise Companion to Literary Forms*. Emerald, 2013.
- Barthes. Roland. “The Death of the Author” from *Work - Music -Text*. London. Fontana. 1977.
- Bernard Blackstone. *Practical English Prosody: A Handbook for Students*. Longman, 2009.
- Bennet, Andrew and Nicholas Royle. *Readers and Reading*. Routledge. 1995.
- Booth, W. C. *The Rhetoric of fiction*. University of Chicago. 1961.
- Doris Lessing: On not winning the Nobel Prize (Nobel Lecture, December 7, 2007)
- Iser, Wolfgang. *The act of reading: A theory of aesthetic response*. Baltimore: Johns Hopkins University Press. 1978.
- Rajiv Patke, *Postcolonial Poetry in English*. Oxford: OUP, 2006.
- Tom Furniss and Michael Bath. *Reading Poetry- An Introduction*. London: Prentice Hall, 1996.

## Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**



<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	

	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## Foundations: British Literature -14<sup>th</sup> and 15<sup>th</sup> Centuries

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**100

**Prerequisite:**Reading Literature

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course aims to introduce the students to two centuries of immensely influential beginnings of English Literature. Since some of the influences are long lasting and felt strongly as late as in the twentieth century, it is necessary for a student to understand them through some representative texts of the time. It was a time of flux. In poetry, prose and drama, the literature in England was beginning to find its own voice, albeit not without the influence of the then richer French and Italian traditions. Religious dogma was being questioned. Apart from the literary contribution of the clerics committed to infuse and sustain societal morality, myth and religious allegory were also giving way to a secular social commentary, and a realistic portrayal of the society devoid of didacticism. With the advent of the establishment of the printing press, a standard language was beginning to emerge. Chaucer stands out as the most original poet of the age, and as the harbinger of excellence in English literature.

### Course Objectives

The objectives of the course are:

1. To familiarise the students with the sources of traditions in English Literature in the 14<sup>th</sup> and the 15<sup>th</sup> century
2. To enable them to understand the various literary and socio-political influences on the writers of the age,
3. To provide them an understanding of the distinct features of various genres of English Literature,
4. And to inculcate in them the skills and knowledge necessary to critically examine and appreciate the literary texts of various genres.
5. Facilitate an understanding of the literature of this period in its socio-cultural context

### Course Outcomes

Students of this course are required to demonstrate that they:

1. Understand the tradition of English literature in the 14th to 15th centuries. (Bloom's Taxonomy Level 2)

2. Develop a clear understanding of literary and socio-political influences of the age that provides the basis for the texts suggested (Bloom's Taxonomy Level 2)
3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts (Bloom's Taxonomy Levels 3 & 4)
4. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time. (Bloom's Taxonomy Levels 4 & 5)

### **Course Content**

**Module I:** Overview of the age: Historical Background – Rule of Richard II – Black Death – Kentish Peasants' Revolt – Rise of Burgher Class – Religious Schism – Influence of classical literature in Greek and Latin; the Norman influence - Anglo-Norman literature; nature of literature produced during this period; the socio-political background to the two centuries under discussion.

### **Essential Reading:**

- Excerpts relevant to the two centuries from David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
- Excerpts relevant to the two centuries from Edward Albert, *History of English Literature*, New Delhi: OUP, 2017.

### **Learning Outcomes:**

At the end of the Module, the student will be able to:

- Exhibit knowledge of the historical background of the literature produced during the period L1
- Understand the various influences on the writers of the age L2
- Explain the transition from Middle English to Modern English L2

**Module II: 14<sup>th</sup> Century:** Flourishing and rivalry of dialects -Transition from Middle English to Modern English- The Rise of Vernacular Tradition and Modern English Verse: Medieval influences, Classical influences; Rise of alliterative verse; Ballad, Allegory, Satire; John Wycliffe and seeds of Reformation; John Gower and the Peasants' Revolt; Geoffrey Chaucer

### **Essential Reading:**

- William Langland: Extracts from *The Vision of Piers the Plowman*
- ? : *Sir Gawayne and the Grene Knight*,
- Selections from Julian of Norwich, *Sixteen Revelations of Divine Love*,

### **Learning Outcomes:**

At the end of the Module, the student will be able to:

- Interpret the literature in terms of the religious and political movements of the period L2
- Demonstrate the ability to distinguish between genres of poetry of the age L2
- Explain the process of the rise of the vernacular tradition L2

**Module III: 14<sup>th</sup> Century - Geoffrey Chaucer:** Formation of English poetry – Lyrical and allegorical poems – French and Italian influences – *The Canterbury Tales*

- Geoffrey Chaucer: Prologue to *The Wife of Bath*, from the *Canterbury Tales*

### **Learning Outcomes:**

At the end of the Module, the student will be able to:

- Understand the French and Italian influences on the early modern poetry in English L2
- Illustrate the contributions of Chaucer to English poetry L2
- Compare the concerns of the 14<sup>th</sup> century as represented by Chaucer with those of his/her contemporary society

**Module IV: 15<sup>th</sup> Century:** Wars of Roses – Post-Chaucerian decadence – the Old Ballads - William Dunbar – John Skelton

### **Essential Reading:**

John Skelton – The Prologue to *The Bowge of Court*

### **Learning Outcomes:**

At the end of the Module, the student will be able to:

- Understand the forces behind the post-Chaucer decadence L2
- Appreciate the quality of literary production in the 15th century England L2
- Explain the political climate of the 15<sup>th</sup> century England L2

**Module V: Drama and Prose:** Origins of Drama – Minstrels – Church practices - Miracle and Morality Plays - William Caxton's contribution – Establishment of Printing Press in England 1476 – Emergence of Standard English – Translation of the Bible

### **Essential Reading:**

- Selections from Sir Thomas Malory, *Le Morte Darthur* 15<sup>th</sup> century
- Anonymous: *Everyman*

### **Learning Outcomes:**

At the end of the Module, the student will be able to:

- Explain the origins of drama in English L2

- Demonstrate the knowledge of how technology influenced the emergence of standard English
- Understand the relation between religious practices and literature, and the evolution to secular literature

### Suggested Readings for the Course

1. David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
2. Edward Albert. *History of English Literature*. New Delhi: OUP, 2017.
3. M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Noida: Cengage India, 11<sup>th</sup> Edition, 2015.
4. Maureen Quilligan. *The Language Of Allegory: Defining The Genre*. New York: Cornell University Press, 1992.
5. John Hollander. *Rhyme's Reason – A Guide to English Verse*. New Haven: Yale University Press, 2015.
6. Ian Johnson (Ed.). *Geoffrey Chaucer in Context*. Cambridge: Cambridge University Press, 2019.
7. Peter Ackroyd. *Foundation: The History of England Vol.I*. New York: Picador, 2011.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	

<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## Evolution of English Language

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**100

**Prerequisite:**None

**Credits:**3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

This course aims to provide students with a foundation in the origin, growth and development of the English language. It emphasizes certain major historical events and the socio-political factors that influenced language change. The course also creates awareness about the changes brought about in the language system over a period of time that have shaped present-day English. It throws light on the current debates around the present status and function of the English language vis-a-vis a lingua franca, colonial and neocolonial tool. The course also introduces the concept of 'Englishes'.

### Course Objectives

The course aims to -

1. Offer insights into the fascinating story of the English language and stimulate interest among the students to learn about its function as a global lingua franca, and motivate them to explore literature produced across the ages.
2. Enable students to study the growth and development of the English Language from its Anglo-Saxon roots to its present status by gaining knowledge about the significant features of Old English, Middle English, Early Modern English, and Modern English and major changes in sounds, grammar and literature.
3. Provide a basic framework of critical analysis to encourage students to relate changes in the language to the socio-political contexts in which those changes occur.
4. Help students understand how linguists use the Comparative Method to reconstruct old forms of languages to study changes across history and learn about how the language has evolved over time.
5. Equip students with the skills to use the texts provided as well as look for and identify authentic resources to gather information and explore the subject on their own.

### Course Outcomes

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

1. Understand the events and conditions that led to the origin and evolution of the English language
2. Identify the major stages in the evolution of the English language and demonstrate an understanding of how the current state of the English language has resulted from several historical changes.
3. Critically examine certain significant diachronic changes in English from Old English to present-day English, and situate those in their socio-political contexts
4. Demonstrate an awareness of different approaches to the study of the history of the English language.



5. Share knowledge and insights through classroom presentations based on independent reading on topics of interest from selected texts and web resources

## **Course Content**

### **Module I**

#### **Introduction**

##### **Origins of human language - speculation and theories**

The development of language as a major cultural phenomenon; how human language originated: speculation, theories and the challenges of finding evidence (theories of sources: divine, genetic, natural sound, social interaction, physical adaptation, and tool-making; a few theories with disparaging nicknames: the Bow-Wow theory, the Ding-Dong theory, The Pooh-Pooh theory, the Gesture theory, Ye-Ho-Ho theory)

##### **Why study the history of the English Language?**

Need to explore two aspects: the political and social developments in the community speaking the language and the changes which take place over time within the language itself

### **Module II**

#### **Historical overview**

##### **Major events and their impact on the English language and significance**

Stories from the past: Indo-European background, the Germanic languages, Roman Britain, the Germanic invasions, Christianization, the Scandinavian invasions, the Norman invasion, The Protestant Reformation, the Celtic languages and the other languages

### **Module III**

#### **Introduction to the major periods: Old, Middle, Early Modern, Late Modern**

Old English: introduction to the dialects; awareness about its orthography/ writing; sounds: characteristic features and examples; people: King Alfred, Venerable Bede, Caedmon

Middle English: introduction to the dialects; main changes between Old and Middle English; significant features of Middle English which are relevant to developments today; people: William Caxton, Chaucer

Early Modern English: vocabulary; rearranging of the spelling; changes from the 16th c to the present; King James Bible; people: Shakespeare

Late Modern English: the prescriptive tradition; changes in grammar

### **Module IV**

#### **Awareness building: Key terms and concepts**

Levels: phonology, grammar, vocabulary

Language change: nature of change; contact and change: types of contact, reasons for contact, contact and bilingualism; convergence and divergence in geographical areas; dynamics of areality; challenges of predicting change; examples of change: phonological; morphological, lexical, syntactic, and semantic changes

What linguists do; Comparative Method for study and analysis of language

### **Module V**

#### **Spread of English across the world**

Standardization of English: emergence of the London standard; Chancery practice; the writing of grammars, notions of correct pronunciation; Noah Webster and the codification of American English

Status and function of English: colonialism, discourse on neocolonialism and linguistic imperialism

Present status of English: World Englishes; influence of internet on English language

Debate of lingua franca and linguisticism

### **Essential Reading**

- Wood, F. T. (2000). *An Outline History of the English Language*. Chennai, TN: Macmillan India Ltd.
- Yule, G. (2010) *Origins of Language, The study of Language*. CUP:Cambridge
- Crystal, D. (2003). *English as a global language*. New York: Cambridge University Press

### **Recommended Reading (Reference Books)**

- Baugh, A. C., & Cable, T. (2002). *A History of the English Language*. London: Routledge.
- Beal, Joan 2004. *English in modern times 1700-1945*. London: Arnold.
- Blake, N. (1996): *A History of the English Language*. London, Macmillan.
- Bradley, H. (1964). *The Making of English*. New York, NY: Macmillan & Co. Ltd.
- Burnley, David 2000. *The history of the English language. A sourcebook*. 2nd edition. London: Longman.
- Crystal, D. (2004). *Language and the Internet*. Cambridge: Cambridge University Press.
- Crystal, D. (2004). *The Language Revolution*. Malden, MA: Polity Press.
- Coupland, Nicolas (ed.). *Handbook on Language and Globalization*. Oxford:Blackwell, 77-100.
- D Macedo, D, B Dendrinis, & P Gounari. (2003). *The Hegemony of English (Chapter III)*. New York: Routledge.
- Freeborn, Dennis 2006. *From Old English to Standard English*. 3rd edition. London: Palgrave Macmillan.
- Majhanovich, S. English as a Tool of Neo-Colonialism and Globalization in Asian Contexts in (Eds.) Hébert, Y. & Ali A. Abdi (2013). *Critical Perspectives on International Education*. (pp. 249-261). Rotterdam: SensePublishers
- Mitchell, Bruce 1995. *An invitation to Old English and Anglo-Saxon England*. Oxford: Basil Blackwell.
- Ngũgĩ wa Thiong'o, (1994). *Decolonising the Mind: The Politics of Language in African Literature*. Zimbabwe Publishing House
- Pennycook, A. (1998). *English and the discourse of Colonialism (Chapter 3)*. London and New York: Routledge
- Phillipson, R. (1992). *Linguistic Imperialism*. New Delhi: Oxford University Press
- Phillipson, R. English in Globalisation, a Lingua Franca or a Lingua Frankensteinia? *TESOL Quarterly*, Vol. 43, No. 2 (June 2009), pp. 335-339
- Skutnabb-Kangas, Tove and Phillipson, Robert (2010). The politics of language in globalisation: maintenance, marginalization, or murder. In Coupland, Nicolas (ed.). *Handbook on Language and Globalization*. Oxford:Blackwell, 77-100.
- Yule, G. (2010) *Origins of Language, The study of Language*. CUP:Cambridge

- Yule, G. (1995). The Study of Language. Cambridge: Cambridge University Press.
- <https://www.dawn.com/news/1028971>
- [https://www.tesol.org/docs/books/bk\\_ELTD\\_EIL\\_097](https://www.tesol.org/docs/books/bk_ELTD_EIL_097)
- <https://harpers.org/wp-content/uploads/HarpersMagazine-2001-04-0070913.pdf>

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	

<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Exploring New Worlds: The 16<sup>th</sup> Century British Literature

**Course Code:**

**Course Type:** Programme Core/Major Core

**Course Level:**200

**Prerequisite:** None

**Credits:**3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

This course introduces students to a variety of 16th century British literary works. It takes into account various genre specific writings such as poetry, prose and Plays that define the history and culture of Britain. One of the larger objectives of this course is to locate the significance of 16th century British literature that shaped its history and offered new models of thinking - philosophical and scientific explorations. Besides, the course also emphasizes on the writings that represent humanist philosophy, change and zeal for new identity

### Course Objectives

The objectives of the course are:

1. Introduce and familiarise the students with 16th century British historical and literary epoch
2. Provide a comprehensive understanding of various literary genres
3. Explain major themes and explore critical perspectives highlighted in the writings
4. Inculcate the skills and knowledge necessary to critically examine and appreciate the literary texts of various genres.

### Course Outcomes

Students of this course are required to demonstrate that they:

1. Understand the important literary trends in the 16<sup>th</sup> century and early 17<sup>th</sup> century English literature. (Bloom's Taxonomy Level 2)
2. Demonstrate a comprehensive understanding of various literary genres (Bloom's Taxonomy Level 2)
3. Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts (Bloom's Taxonomy Levels 3 & 4)
4. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time. (Bloom's Taxonomy Levels 4 & 5)
5. Develop an understanding of the relationship between culture and history (Bloom's Taxonomy Levels 4 & 5)

### Course Content

**Module I:** Overview of the age: Humanism, Scientific Inquiry, The Reformation in England, English Renaissance, Puritanism, Age of Discovery/ Exploration, the New World, The "Chain of Being" in Elizabethan works; Early Jacobean writers

**Essential Reading:**

- The Norton Anthology of English Literature, Vol. B: The Sixteenth Century/The Early Seventeenth Century, 9th ed. Edited by Julia Reidhead et al. New York: Norton, 2012. (Introductory excerpt)

● Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 2000. Chapter 3

**Module II: 16<sup>th</sup> Century Poetry**

Transitional Elizabethan poetry, trajectory of poetic forms from the renaissance to the early seventeenth century, Elizabethan Sonnet and Sonneteers, Songs and lyrics in Elizabethan poetry, Pastoral poetry, Major poets of the age

**Essential Reading:**

- Sir Philip Sidney, “The Bargain”
- William Shakespeare, Sonnet 116 “Let me not to the marriage of true minds”
- Edmund Spenser, Selections from Amoretti: Sonnet LXVII ‘Like as a huntsman...’, Sonnet LVII ‘Sweet warrior...’, Sonnet LXXV ‘One day I wrote her name...’

**Module III: 16<sup>th</sup> century Prose**

Renaissance; Chapman’s translation of Homer; satires; rise of prose; philosophical thought of the age, empiricism, the rise of merchant class, the Copernican Revolution; Reformation of English Church – religious attitudes of the age, the writer in society

**Essential Reading:**

- Extracts from Richard Hakluyt, *Principal Navigations, Voyages, and Discoveries of the English Nation*
- Philip Sidney, Excerpts from “The Defense of Poesy”
- Francis Bacon, “Of Boldness”

**Module IV: 16<sup>th</sup> Century Theatre -I**

Diversity of patronage, humanism and popular taste, theatrical language, traditions of classical play, Farce, revelry and masque; the Elizabethan stage, university wits

**Essential Reading:**

- John Webster, *The Duchess of Malfi*

**Module V: 16<sup>th</sup> Century Theatre -II**

Revenge tragedy, historical play, humours comedy; complex themes of Elizabethan plays

**Essential Reading:**

- William Shakespeare, *Julius Caesar*

### Suggested Readings for the Course

1. David Daiches. *A Critical History Of English Literature - Volume I & II*. Kolkata: Supernova Publishers, 2011.
2. Edward Albert, *History of English Literature*, New Delhi: OUP, 2017.
3. Orgel, Stephen. "What is a Text?" *Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama*. Ed. David Scott Kastan and Peter Stallybrass. New York: Routledge, 1991. 83-87.
4. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
5. Streitberger, W. R. "Personnel and Professionalization." *A New History of Early English Drama*. Ed. John D. Cox and David Scott Kastan. New York: Columbia UP, 1997.
6. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
7. M.H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Noida: Cengage India, 11<sup>th</sup> Edition, 2015.
8. Bevington, David (gen. ed.) *English Renaissance Drama: A Norton Anthology*. New York: W.W. Norton, 2002.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	

<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee



## Introduction to Cultural Studies

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**200

**Prerequisite:**None

**Credits:**3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

The discipline of Cultural Studies has grown quite massive over a period of time. It has become one of the significant fields of critical inquiry in India and abroad. Keeping in mind its ever growing significance, this course is designed to familiarize and introduce the discipline of Cultural Studies to the students. The primary objective of this course is to outline what constitutes Cultural Studies and dig deep into making sense of how various concepts (Culture, Democracy, Ethnicity, Nationalism, Caste and so on) act as power structures in the contemporary socio-political society. Besides, the course aims to provide a comprehensive understanding of history and theoretical foundations of Cultural Studies with the help of essential readings.

### Course Objectives

The course aims to help students to:

1. Introduce and familiarize students with the discipline of Cultural Studies and locate its significance as an interdisciplinary
2. Explain the major concepts within Cultural Studies and create an interest among students to relate and contemplate
3. Provide a comprehensive understanding of history and theoretical foundations of Cultural studies and train students to develop a critical perspective
4. Analyse the framework in which Cultural Studies connects with several other areas of studies (Literature, Sociology, History, Anthropology, Political Science and so on)
5. Explore and examine culture, cultural identities and politics of production across various human historical conditions

### Course Outcomes

After completing the course, students will be able to:

1. Appreciate and critic the significance of Cultural Studies as an interdisciplinary (Bloom's taxonomy level 2&3)
2. Assess the various significant concepts within Cultural Studies and develop a comprehensive understanding of the same (Bloom's taxonomy level 3&4)
3. Identify key theorists and terms in Cultural Studies ( Bloom's taxonomy level 2&3)
4. Demonstrate a knowledge of key texts and topics related to Cultural Studies (Bloom's taxonomy 3)
5. Evaluate the context of Cultural Studies as a critical inquiry into power structures and ideology (Bloom's taxonomy level 5&6)

## **Module I: The Basics of Cultural Studies**

History and evolution of Cultural Studies; Strategies of defining Cultural Studies; Circuits of capital-circuits of culture; Forms of Culture-forms of study; Future shapes of Cultural Studies: directions; Two events: emergence of political subjectivities in India; Meanings of culture; Tradition and modernity; Culture and development; Globalization and local cultures; National cultures

### **Essential Readings:**

Richard Johnson: "What Is Cultural Studies Anyway?" – From John Storey's *What Is Cultural Studies – A Reader* (pp. 75-114)

M. Madhava Prasad: "Cultural Studies in India: Reasons and a History" – From the research journal of Centre for the Study of Culture and Society (pp. 153-170)

## **Module II: Major concepts in Cultural Studies**

Prescribed major concepts under essential readings are understood as topics for this module

### **Essential Readings:**

Raymond Williams's: *Keywords: A Vocabulary of Culture and Society* -

Anarchism; Bourgeois; Capitalism; Civilization; Class; Communism; Consumer; Culture; Democracy; Ethnic; Exploitation; Hegemony; Humanity; Ideology; Imperialism; Industry; Institution; Liberal; Liberation; Masses; Materialism; Media; Modern; Monopoly; Nationalist; Native; Ordinary; Popular; Racial; Realism; Reform; Socialist; Subjective; Underprivileged; Utilitarian

Chris Barker and Emma Jane's: *Cultural Studies: Theory and Practice* –

Articulation; Power; Ideology and Popular Culture; Texts and Readers; Identity; Culture Industry

## **Module III: Cultural Studies and Postcolonial Discourse: Imperialism, Race and Identity**

Orientalism – European and Oriental discourse; Discussion on culture; Discussion on imperialism; Colonialism; Racial discrimination; White supremacy; Black identity; humanness

### **Essential Readings:**

Edward Said: *Culture and Imperialism* – Introductory excerpt (pp. xiii-xxxv)

Frantz Fanon: *Black Skin, White Masks*– Introductory excerpt (pp. 9-16)

## **Module IV: Cultural Studies and the Discourse of Nationalism**

The concept of nation and its various definitions; Nation and states; Imagined nationality/nationalities; Modern Indian historiography; Historical sociology of Nation and nationalism in India

### **Essential Readings:**

Benedict Anderson: *Imagined Communities* – Preface (pp. xi-xv) and introductory excerpt (pp. 1-8)

G. Aloysius: Chapter I – “Introduction: Historical Sociology and the Study of Nation and Nationalism in India” (pp. 1-21) – from *Nationalism without a Nation in India*

### **Module V: Cultural Studies and the Discourse of Gender and Caste**

Patriarchy as social disease; Patriarchy as political system; Patriarchy as culture; feminist discourse; Ambedkar’s critique of social reform in India; Untouchability and caste; Hinduism, caste system and caste discrimination; propositions to annihilate caste

#### **Essential Readings:**

Bell Hooks: “Understanding Patriarchy” (pp. 1-4) – From Bell Hooks’s *The Will to Change*

Dr. B. R. Ambedkar: “Annihilation of Caste” (pp. 37-80) – From Dr. B. R. Ambedkar’s *Writings and Speeches Vol. 1* (ed. Vasant Moon)

#### **Assessment/Evaluation:**

Internal continuous assessment 50M + End sem exam 50M = 100M

#### **Suggested/Reference Readings:**

Barker, Chris and Jane Emma: *Cultural Studies: Theory and Practice*. London: Sage Publications, 2008

Bell, Hooks. *Feminist Theory From Margin to Centre*. Boston: South End Press, 1990

Collins, Richard, et al, eds. *Media Culture and Society: A Critical Reader*. London: Sage, 2009

Hall, Stuart. “Cultural Studies: Two Paradigms.” *Media Culture and Society: A Critical Reader*. Ed. by R. Collins. London: Sage, 2009

Spivak, Gayatri Chakravorty. “Can the Subaltern Speak?” *Marxism and the Interpretation of Culture*. Ed. by Cary Nelson and Lawrence Grossberg. London: Macmillan, 1988

Storey, John. *What Is Cultural Studies – A Reader*. New York: St. Martin’s Press, 1997

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: OUP, 1976

Radhakrishnan, Rateesh. “Cultural Studies in India: A Preliminary Report on Institutionalization.” Bangalore: Centre for the Study of Culture and Society (Higher Education Cell), 2008

### **Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	

	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## British Literature: 17<sup>th</sup> Century

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**200

**Prerequisite:**Exploring New Worlds: The 16<sup>th</sup> Century British Literature

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description:

The seventeenth century in Britain is known as an age of revolution. It was an age of inquiry on a variety of subjects such as faith, reason, and authority in religion, metaphysics, ethics, politics, economics, and natural science. The cultural and literary developments of this period mark the transition of Britain, from a feudal to a modern society. This course is designed to study the wide range of cultural expressions and changes of the period through the major texts written and published during the time.

### Course Objectives

1. Familiarise the student with the social, political and cultural background of the age
2. Introduce the major writers and their popular works
3. Develop a critical approach to the study and appreciation of literature produced during this period
4. Evaluate the literature of this period in broader contexts
5. Gain a comprehensive understanding of the literary and cultural developments of the 17th century and thereby be able to better understand the cultural and literary productions of the centuries that followed.

### Course Outcomes

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

1. Understand the political, social and cultural concerns of the age and reasons that shaped the major texts of the 17th century (Bloom's Taxonomy Level 2)
2. Identify the major literary genres which were popular during the period (Bloom's Taxonomy Level 3)
3. Identify some of the period's major literary genres, such as the Shakespearean sonnet, metaphysical poetry and the Gothic novel (Bloom's Taxonomy Level 3)
4. Analyse critically; poetry, drama, prose and fiction written in the 17th century. (Bloom's Taxonomy Level 4)
5. Demonstrate an understanding of the literary devices used in the texts (Bloom's Taxonomy Levels 4 & 5)

### Module I

**Historical Background:** Religious and Secular Thought, The Mock Epic and Satire, The Comedy of Manners, Rise of Periodical Essay and Novel, Women in the 17th Century

**Learning Outcomes:** Upon the successful completion of the Module, the student will be able to

- Trace the history of 17th century England
- Engage with the major genres and forms of 17th century writings
- Apply knowledge of the historical and cultural context while reading the texts

**Essential Readings:**

- A Critical History of English Literature by David Daiches - The 17th century
- A History of English Literature by Compton-Rickett - excerpt on 17th century literature

**Module II**

**Poetry-17th Century:** Major poets and significant works; characteristic features; heroic couplet; Metaphysical conceit, pastoral elegy- classical roots, Milton; the puritan ideal; neoclassicism, wit and satire.

**Learning Outcomes:** Upon the successful completion of the Module, the student will be able to

- Demonstrate and understand the key features of 17th Century poetry and its major writers
- Explain the various elements of poetry, such as diction, tone, form, imagery, figures of speech
- Critically appreciate the form of poetry

**\*Essential Reading**

- William Shakespeare (1564-1616): Sonnet 116 “Let me not to the marriage of true minds”
- John Donne (1572-1631): “The Sunne Rising”
- John Milton (1608-1674): “On his Blindness”
- John Dryden (1631-1700): “Dreams”

**Additional Reading/ Reference books:**

- John Dryden (1631-1700) : “Mac Flecknoe”
- George Herbert (1593 – 1633) : “ The Collar”
- Henry Vaughn (1621 – 1695) : “ Friends Departed”
- Seventeenth-Century British Poetry, 1603-1660 by John P. Rumrich (Editor, University of Texas at Austin), Gregory Chaplin (Editor, Bridgewater State College)

**Module III**

**9 Hours**

**Drama - 17th Century:** Theatre- English Interregnum, Restoration in English Drama, Heroic drama, Restoration comedy, women playwrights

**Learning outcomes:** Upon the successful completion of the Module, the student will be able to

- Identify key elements that are distinctive to early modern playwrights
- reflect upon the themes and analyse the plays within the broader context
- develop the skills of critical analysis of the plays

**\*Essential Reading**

- William Wycherley (1670-1729): “The Country Wife”
- Ben Jonson (1532-1637): “Volpone”

**\*Additional Reading/ Reference books:**

- John Webster (1580-1632): “The White Devil”
- Thomas Middleton (1612-1627): “ Women Beware Women”
- Francis Beaumont & John Fletcher (1603-1625): “A King and No King”
- John Milton (1608- 1674): “Comus”

**Module IV**

**Prose - 17th Century:** Major authors and significant works; characteristic features; the Age of Milton; Prose during Restoration, Modern English Prose, the scientific ideal.

**Learning Outcomes:** Upon the successful completion of the Module, students will be able to-

- comprehend the new writing style of 17th century British prose writers
- examine and analyze the form and function of prose during Restoration period
- Develop the critical understanding of the prose form

**\*Essential Reading**

- Francis Bacon ( 1561 - 1626) : “Of Truth”, “Of Studies”
- John Milton (1608-1674) : “ Of Education”
- Thomas Hobbes (1588-1679 ) : “Leviathan”- Chapter 12 and 13.

**Additional reading/reference books:**

- Sir William Temple (1628-99): “Memoirs”
- John Bunyan (1628-88): “Pilgrim’s Progress”
- Samuel Pepys(1633-1703): “The Diary of Samuel Pepys”
- Lord Halifax(1633-95): “Miscellanies”



**Module V****9 Hours**

**Women in the 17th Century:** Major women writers in the seventeenth century, Female authorship- situation of women, writing and publishing as a woman.

**Learning Outcomes:** Upon the successful completion of the Module, students will be able to-

- Locate the significance of women writers in the 17th century England
- Develop a fundamental understanding of the dominant discourse/s on gender and its significance in the prescribed texts
- Illustrate various themes and compose a critique

**\*Essential Reading:**

- Aphra Behn (1640 – 1689) : “Oroonoko”
- Katherine Philips (1631-1664): “A Friend”
- Lady Mary Wroth (1587–1653) : “Love's Victory”

**Additional reading/reference books:**

- Margaret Cavendish (1623-1673): “Observations upon Experimental Philosophy”
- Elizabeth Caryn (1585–1639): “The Tragedy of Mariam, the Fair Queen of Jewry”
- Cardinale Susan : Women and the Literature of the Seventeenth Century: (English, Hardcover)
- M. Suzuki: The History of British Women’s Writing, 1610–1690: Palgrave Macmillan, a division of Macmillan Publishers Limited 2011.

**Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	

	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:** Specific question types for each test/assessment will be decided by the course committee

## **British Literature: 18<sup>th</sup> Century**

**Course Code:**

**Course Type:**Programme Core/Major Core

**Course Level:**200

**Prerequisite:**None

**Credits:**3

L	T	P	S	J	C
3	0	0	0	0	3

### **Course Description:**

The eighteenth century, also referred to as the Age of Reason, was marked by two main impulses - reason and passion. The period emphasised on pursuit for order, scientific knowledge, religious fervour, sentiment and sensibility. The literature of the period was driven by rational impulse that fostered satire, wit and plain prose. This course is designed to study the cult of wit, satire and argument as is evident in the works of major writers in England during the time.

### **Course Objectives**

1. Familiarise the student with the social, political and cultural background of the age
2. Introduce the major writers and their popular works
3. Develop a critical approach to the study and appreciation of literature produced during this period
4. Evaluate the literature of this period in broader contexts

### **Course Outcomes**

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

1. Understand the political, social and cultural concerns of the age and reasons that shaped the major texts of the 18th century (Bloom's Taxonomy Level 2)
2. Understand the prominence of logic and reason in the 18th century British literature.(Bloom's Taxonomy Level 2)
3. Identify the major literary genres which were popular during the period (Bloom's Taxonomy Level 3)
4. Analyse critically; poetry, drama, prose and fiction written in the 18th century. (Bloom's Taxonomy Level 4)
5. Demonstrate an understanding of the literary devices used in the texts (Bloom's Taxonomy Levels 4 & 5)

## Module I

**Historical Background:** The long eighteenth century-development of modern literature, satire and sentiment, political poetry, plays of wit, the rise of the novel, philosophical prose, the first periodicals, the Industrial Revolution, French Revolution, elements of Enlightenment

**Learning Outcomes:** Upon the successful completion of the Module, students will be able to

-

- To get a fundamental understanding of the history of 17th century literature
- Engage with the major genres and forms of English literature of the 17th century and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Reflect and write analytically about the change in the literary and cultural environment

### \*Essential Reading

- “The Augustan Age” from A Critical History of English Literature by David Daiches

### Additional reading/ Reference books:

- The Pelican Guide to English Literature by Boris Ford
- A History of English Literature by Compton-Rickett
- English Literature in Context by Paul Poplawski
- A History of English Literature by Michael Alexander
- A Short History of English Literature by Pramod K Nayar
- A History of Eighteenth-Century British Literature by John Richetti

## Module II

**Poetry-18th Century: Poetry:** Major poets and significant works; characteristic features; mock epic- scope beyond mock heroic, satire on various themes; Ode- Horatian & Pindaric; Elegy, Ballad, Lyric, select examples.

**Learning outcomes:** Upon the successful completion of the Module, students will be able to

-

- Develop an understanding of the historical background and the literary developments from rural to urban in the 18th century.
- Appreciate and analyze the formal variations of Classicism
- Comprehend the prominence of logic and reason in the 18th century British literature.

### **\*Essential Reading**

Alexander Pope (1688 -1744): “Ode on Solitude”

Thomas Gray (1716 -1771): “Elegy written in a Country Churchyard”

Samuel Johnson (1709-1784): “Friendship”

### **\*Additional Reading/ Reference books:**

- Oliver Goldsmith (1728 –1774): “Memory”
- William Cowper (1731-1800): “Comparison”
- ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

## **Module III**

**Prose:** Major authors and significant works; characteristic features; the Age of Reason/ Enlightenment; the periodical essay; the scientific ideal; philosophical empiricism; diaries, biographies and letters. Rise of the novel and its major proponents.

**Learning Objectives:** Upon the successful completion of the Module, students will be able to-

- Examine and analyze the form and function of satire in the eighteenth century
- Understand the relationship between the formal and the political in the literature of the neoclassical period
- Demonstrate an understanding of the different styles/genres of writing that emerged during the enlightenment period

### **\*Essential Reading**

- Joseph Addison (1672-1719): “Adventures of a Shilling” (From my own Apartment. *The Tatler*, No: 249 1710)
- Richard Steele (1672-1729): “Fashionable Hours” (from *The Tatler*)
- (from *The Battle of the Books*)”THE BOOKSELLER TO THE READER”,”THE PREFACE OF THE AUTHOR”, “A FULL AND TRUE ACCOUNT OF THE BATTLE FOUGHT LAST FRIDAY BETWEEN THE ANCIENT AND THE MODERN BOOKS IN SAINT JAMES’S LIBRARY”

### **Additional reading/reference books:**

- Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV),

- ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984)
- Samuel Johnson, ‘Essay 156’, in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10

## **Module IV**

### **Drama:**

Major playwrights and significant works; characteristic features; return of monarchy and Restoration drama; the primary 18th century theatrical form; Melodrama and One act plays

**Learning Objectives:** Upon the successful completion of the Module, students will be able to -

- Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, and show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of drama
- Trace the development of Restoration Comedy and anti-sentimental drama
- Understand the difference between Restoration comedy and comedy of manners.

### **\*Essential Reading:**

Oliver Goldsmith (1728-1774): *She Stoops to Conquer*

Richard Brinsley Sheridan (1751 – 7 July 1816): *School for Scandal*

### **Additional Reading/Reference Books:**

- John Webster (1580-1632) : “The Duchess of Malfi”
- Aphra Behn (1640 – 1689) : “The Rover”
- John Dryden(1631-1700) : ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp
- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996)
- “Restoration Drama”. *Theatre History*. 2 Mar. 2008  
<[http://www.theatrehistory.com/british/restoration\\_drama\\_001.html](http://www.theatrehistory.com/british/restoration_drama_001.html)>.

## MODULE V

**Fiction/short fiction:** Development of the novel- cultural materialism and the rise of the novel, modernity in English novel, the revolutionary novel, the novel of sensibility, Gothic novel,

### Learning Objectives:

Upon the successful completion of the Module, students will be able to -

- trace the origins of the novel in English
- gain an understanding of the cultural and material contexts of eighteenth-century novels
- Critically appreciate the novels through the practice of intellectually challenging analyses.

### Essential Reading:

- Daniel Defoe (1660-1731) : “Robinson Crusoe”

### Additional Reading/Reference Books:

- Samuel Richardson (1689-1761): “Pamela”
- Henry Fielding (1707-1754): “Tom Jones”
- Ann Radcliffe (1764-1823): “The Mysteries of Udolpho”
- Watt, Ian. *The Rise of the Novel*. London: Chatto, 1957.
- Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth- Century English Fiction*. New York: Norton, 1990.
- Spencer, Jane. *The Rise of the Woman Novelist from Aphra Behn to Jane Austen*. New York: Blackwell, 1986.
- Keymer, Thomas, and Jon Mee, eds. *The Cambridge Companion to English Literature 1740-1830*. New York: Cambridge UP, 2004.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
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<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	



<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Indian Writing in English

**Course Code:**

**Course Type:** Programme Core/Major Core

**Course Level:** 200

**Prerequisite:** None

**Credits:** 3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description:

This course introduces the wide array of literary writings produced in English by Indian authors. It takes the stock of literary genres (Prose, Poetry, Fiction, Short-fiction and Drama) in which Indian writing in English flourished. The course contextualizes the beginnings of Indian writing and locates its significance as well in the contemporary literary field. While locating its significance, the course emphasizes various socio-historical, cultural and political conjunctures of the time in which the text is produced and evaluates the text/s in order to understand various interpretations, themes, motivations and so on.

### Course Objectives

1. To introduce and outline the emergence of Indian writing in English by locating its significance
2. To discuss and describe various texts under several literary genres and locate their socio-historical, cultural, political and literary significance
3. To analyse and examine various themes presented in the literary texts
4. To develop various literary interpretations of the text/s
5. To compare and critique the literary text/s in order to develop students' perspectives

### Course Outcomes

After completing the course, students will be able to:

1. Understand and interpret Indian writing in English in its cultural, socio-political significance (Bloom's Taxonomy Level 1 & 2)
2. Gain a comprehensive understanding of the movement from traditional and imitative modes of representation as seen in the early poetry and novels, to recent modes of experimentation. (Bloom's Taxonomy Level 1 & 2)
3. Examine and analyse Indian Writing in English across genres (Bloom's Taxonomy Level 3 & 4)
4. Develop literary interpretations and produce argumentative essays on the readings provided (Bloom's Taxonomy Level 5 & 6)
5. Familiarise the students with the richness of Indian Culture (Bloom's Taxonomy Level 1)

### Module I: Prose

19th & 20th century Indian National movements; Major discourses and forms of Indian prose in English; Major writers, postcolonial criticism in prose and its reception.

**Essential Readings:**

Rammohan Roy, "Letter to Lord Amherst"

M.K. Gandhi, "What is Swaraj?" from *Hind Swaraj*

Salman Rushdie, "Imaginary Homelands" in *Imaginary Homelands: Essays and Criticism*

**Module II: Poetry**

Socio-political context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of Indian poetry in English.

**Essential Readings:**

Toru Dutt: "Our Casuarina Tree"

A. K. Ramanujan: "Small-Scale Reflections on a Great House"

Eunice de Souza: "Women in Dutch Painting"

Mamang Dai: "The Voice of Mountains"

Robin Ngangom: "To Pacha"

Kamala Das: "An Introduction"

Temsula Ao: "Nowhere Boatman"

**Module III: Drama**

Socio-political context; literary style and preoccupations, language and dramatic techniques in use; notable playwrights and dramatic works; critical understanding of Indian drama in English.

**Essential Readings:**

Asif Currimbhoy: *The Refugee*

Mahesh Dattani: *Final Solutions*

**Module IV: Fiction**

Socio-political context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of Indian fiction in English

**Essential Readings:**

Raja Rao: *Kanthapura*

Khushwant Singh: *Train to Pakistan*

Amitav Ghosh: *The Hungry Tide*

**Module V: Short Fiction**

Socio-political context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of Indian short-fiction in English.

**Essential Readings:**

R.K. Narayan: "Selvi"

Mulk Raj Anand: "The Barber's Trade Union"

Ruth P Jhvala: "An Experience of India"

Sashi Deshpande: "'A Liberated Woman'"

Jhumpa Lahiri: “The Treatment of Bibi Halder”

### Reference Readings:

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. OUP, 2000.

....*Twice-born Fiction: Themes and Techniques in Indian Novel in English*. Pencraft International, 2001 (1974:Heinemann).

Gopla, Priyamvada. *The Indian English Novel: Nation, History and Narration*. OUP, 2009.

Chaudhuri, Rosinka. *The Literary Thing: History, Poetry, and the Making of a Modern Literary Culture*. OUP, 2017.

...*Freedom and Beefstakes*. Orient Blackswan, 2012.

Deshpande, Sashi. *Collected Stories*. Penguin Books, 2003.

Ramanan, Mohan and Pingali Sailaja. *English and the Indian Short Story*. Orient Longman, 2000.

Viswanathan, Gauri. *Masks of Conquest*. Columbia University Press, 2015 ed.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	

<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## 19<sup>th</sup> Century British Literature

**Course Code:**

**Course Type:** Programme Core/Major Core

**Course Level:** 300

**Prerequisite:** None

**Credits:** 3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

This course provides an introduction to and a survey of nineteenth century British literature and thought. It aims to introduce the students to the romantic and victorian aesthetics and sensibility by familiarising them with industrialisation and its discontents, colonisation and encounter with new cultures and literary preoccupations with the ideas of beauty and decay, wonder and despair and so on.

### Course Objectives

1. Explain the aesthetics and political connotations of 19th century British literature.
2. Analyse the use of language, tropes and literary styles prevalent in the 19th century British literature.
3. Demonstrate how ideas of beauty, decay and critical consciousness informed 19th century British literary production.
4. Demonstrate an understanding of such literary terms, themes, strategies, and issues as are relevant to the works being studied
5. express their understanding of the relationship between literature and the historical/cultural contexts in which it was written

### Course Outcomes

After completing this course, the students will be able to:

1. Interpret the defining aesthetic concerns of 19th century British poetry and prose. (Bloom's Taxonomy Level 1 & 2)
2. Explain the major concerns of 19th century British literature. (Bloom's Taxonomy Level 3 & 4)
3. Demonstrate an understanding of the relevance of literature of the period to the broader history of British literature and to contemporary culture. (Bloom's Taxonomy Level 3)
4. Critically evaluate 19th century British literature in the context of 19th century socio-political events. (Bloom's Taxonomy Level 4 & 5)

5. Compose critical commentary of different 19th century British literary genres.  
(Bloom's Taxonomy Level 5 & 6)

## **Course Content**

### **Module I : 19th century Non-Fiction**

Socio-political context of 19th century England; Major discourses in socio-political realm; notable literary movements- authors and poets; prose style, reception and critical understanding of 19th century English society and literature.

#### **Essential Readings:**

Mary Wollstonecraft: "Writers who have rendered women objects of pity, bordering on contempt" from *A Vindication of The Rights of Women*

Charles Lamb: "Old China"

John Stuart Mill, "Of the Liberty of Thought and Discussion" from *On Liberty*

### **Module II: Romantic Poetry**

Socio-political context; literary style and preoccupations; language in use, notable poets and poetic works; critical understanding of romantic poetry.

#### **Essential Readings:**

William Wordsworth: "Ode: Intimations of Immortality"

Samuel Taylor Coleridge: "Kubla Khan"

John Keats: "Ode to Autumn"

Percy Bysshe Shelley: "Ode to the Westwind", "Ozymandias"

William Blake: "London", "The Tyger"

### **Module III: Romantic Fiction**

Socio-political context; literary style and preoccupations, language in use; notable authors and works; critical understanding of romantic fiction.

#### **Essential Readings:**

Jane Austen: *Pride and Prejudice*

Mary Shelley: *Frankenstein*

### **Module IV: Victorian Poetry**

Socio-political context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of Victorian poetry.

#### **Essential Readings:**

Robert Browning: "My Last Duchess"

C G Rossetti: "Shut Out"

Elizabeth Barret Browning: "The Cry of the Children"

Matthew Arnold: "Dover Beach"

## Module V: Victorian Fiction

Socio-political context; literary style and preoccupations, language in use; notable authors and works; critical understanding of Victorian fiction.

### Essential Readings:

Charles Dickens: *Oliver Twist*

Thomas Hardy: *The Mayor of Casterbridge*

### Reference Readings:

Abrams, MH. *The Mirror and the Lamp*. OUP, 1953.

Kelly, Gary. *English Fiction of The Romantic Period 1789-1830*. Routledge, 2016.

Mclane, Maureen and James Chandler. *The Cambridge Companion to British Romantic Poetry*. CUP, 2008.

Goldstein, Laurence. *Ruins and Empire: The Evolution of a theme in Augustan and Romantic Literature*. University of Pittsburgh Press, 1977.

Man, Paul De. *The Rhetoric of Romanticism*. Columbia University Press, 1984.

Bowra, C M. *The Romantic Imagination*. OUP, 1950.

Clark, Kitson G. *The Making of Victorian England*. Routledge, 2013(1962).

Richards, Thomas. *The Commodity Culture of Victorian England: Advertising and Spectacle 1851-1914*. Stanford University Press, 1990.

Gilmour, Robin. *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-90*. Routledge, 2013 (1993).

Ward, Ian. *Sex, Crime and Literature in Victorian England*. Bloomsbury, 2014.

Armstrong, Isobel. *Victorian Poetry: Poetry, Poets and Politics*. Routledge, 2002.

## Assessment Pattern and Evaluation

### Theory Courses: 70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	



	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## 20<sup>th</sup> Century British Literature

**Course Code:**

**Course Type:** Programme Core / Major Core

**Course Level:** 300

**Prerequisite:** None

**Credits:** 3

L	T	P	S	J	C
3	0	0	0	0	3

### Course Description

This course provides an introduction to and a survey of twentieth century British literature and thought. It aims to introduce the students to the focal shift of modern aesthetics and sensibility and familiarises students with preoccupations with the ideas of body and labour, race and gender, war and so on.

### Course Objectives

1. Explain the aesthetics and political connotations of 20th century British literature.
2. Analyse the use of language, tropes and literary styles prevalent in the 20th century British literature.
3. Demonstrate how ideas of self and self-criticism challenged as well established 20th century British literary production.

### Course Outcomes

After completing this course, the students will be able to:

1. Interpret the shifting aesthetic concerns of 20th century British poetry and prose. (Bloom's Taxonomy Level 1 & 2)
2. Explain the major concerns of 20th century British literature. (Bloom's Taxonomy Level 3 & 4)
3. Critically evaluate 20th century British literature in the parameters of 20th century critical thought. (Bloom's Taxonomy Level 4 & 5)
4. Create critical commentary of different 20th century British literary genres. (Bloom's Taxonomy Level 5 & 6)

### Course Content

#### Module I: Introduction

Socio-political context of 20th century England; Major discourses in socio-political realm; notable literary movements- authors and poets; prose style, reception and critical understanding of 20th century English society and literature.

#### Essential Reading:

Peter Nicholls, "Introduction: Of a Certain Tone", in Peter Nicholls, *Modernisms: A Literary Guide*, London/Berkeley & Los Angeles: Palgrave Macmillan/University of California Press, 1995.

Patrick Parrinder, "Science and knowledge at the beginning of the twentieth century: versions of the modern Enlightenment", in Laura Marcus and Peter Nicholls (Ed.), *The Cambridge History of Twentieth Century English Literature*, Cambridge: Cambridge University Press, 2004.

## **Module II: 20th Century British Poetry**

Socio-political context; literary style and preoccupations, language in use; notable poets and poetic works; critical understanding of 20th century British poetry.

### **Essential Readings:**

W B Yeats: "Among Schoolchildren"

Wilfred Owen: "Strange Meeting"

T.S. Eliot: "The Hollow Men"

Ezra Pound: "In a Station of the Metro"; "The Return"

Ted Hughes: "Hawk Roosting"

W H Auden: "Lullaby"

Dylan Thomas: "Fern Hill"

Stevie Smith "Not waving but drowning"

Carol Ann Duffy: "Prayer"

## **Module III: 20th Century British Non-fictional Prose**

20th century England and gender rights; gender roles and literature; gendered criticism of canon; 20th century British prose and its reception.

### **Essential Reading:**

Virginia Woolf (1882-1941): *Room of One's Own*

## **Module IV: 20th century British Drama**

Socio-political context; literary style and preoccupations; language and dramatic techniques in use; notable playwrights and dramatic works; critical understanding of 20th century British Plays.

### **Essential Readings:**

J M Synge: *Riders to the Sea*

Harold Pinter: *The Mountain Language*

Tom Stoppard: *Indian Ink*

## **Module V: 20th century British Fiction**

Socio-political context; literary style and preoccupations, language and fictional strategies in use; notable authors and works; critical understanding of 20th century British fiction.

**Essential Readings:**

James Joyce: *The Dead*

George Orwell: *Ninety Eighty Four*

Zadie Smith: *White Teeth*

**Reference Readings:**

Jane Dowson and Alice Entwistle. *A History of Twentieth-Century British Women's Poetry*. CUP, 2005.

Temple, Ruth Zabriskie and Martin Tucker, Rita Stein. *Modern British literature*. University of Michigan, 1966.

Kermode, Frank. *Pleasure and Change: The Aesthetics of Canon*. OUP, 2004.

Longley, Edna. *Yeats and Modern Poetry*. CUP, 2014.

Lane, David. *Contemporary British Drama*. Edinburgh University Press, 2010.

King, Kimball ed. *Modern Dramatists: A Casebook of Major British, Irish and American Dramatists*. Routledge, 2001.

Bradbury, Malcolm. *The Modern British Novel*. Penguin, 1994.

Nicholls, Peter. from *Modernisms: Literary Guide* (2nd ed.). Palgrave Macmillan, 2009.

**Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	

<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Introduction to Literary Theory and Criticism

**Course Code:**

**Course Type:** Programme Core / Major Core

**Course Level:** 300

**Prerequisite:** Reading Literature

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course aims to offer a critical perspective of literary theory and criticism ranging from the classical period to contemporary developments in the field of literary studies. The course focuses on criticism and literary theory as it applies to literature and culture. The emphasis of the course is on reading primary texts which would provide a clear understanding of major developments in literary studies. This course aims to provide critical tools to the students which would help them understand the complexity and richness of literary texts. The students of this course are expected to be able to apply the theoretical premises and techniques to selected texts to understand the specific nature of literary texts.

### Course Objectives

This course aims to:

- Provide the students a historical sense of the evolution and development of literary theory and criticism
- Familiarise the students with important literary theories and criticism
- Introduce to students important critical concepts that they can apply to literary texts
- Equip the students with critical tools that are useful for reading, comprehending and analysing literary texts

### Learning Outcomes

Upon successful completion of this course:

1. Students will become familiar with important literary and critical theories. (Bloom's Taxonomy Level 2)
2. Students will be introduced to critical concepts which are important in contemporary times. (Bloom's Taxonomy Level 2)

3. This course will help students to develop skills which are essential for meaningful reading, comprehension and analysis of literary texts. (Bloom's Taxonomy Levels 3 & 4)
4. Students will be able to apply critical theories to various forms of literary texts and social issues. (Bloom's Taxonomy Level 4)

### **Course Content:**

Module I: Contextualising texts, authors, cultures and politics: Introduction to Literary Theory and Criticism; Classical Western Theory: Idealism, Mimetic Theory, the idea of the Sublime; Classical Indian Theory: Rasa, Alamkar, Riti, Dhvani, Vakroiti, Aukhitya

### **Essential Reading:**

- Excerpts from S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.)
- Book X of Plato's Republic
- Aristotle (Chapters 1 & 2 from *Poetics*)
- Longinus: Excerpts from 'On the Sublime'

### **Module II: Texts and Technique: New Criticism and Russian Formalism**

- I.A. Richards: Excerpts from Practical Criticism
- Victor Shklovsky, 'Art as Technique'
- T.S. Eliot, 'The Use of Poetry and the Use of Criticism'

### **Module III: Author, Authority and Ideology on Trial: The Reader Response, Marxism and Psychoanalytic Theory; the Frankfurt School of Critical Theory**

- Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- Sigmund Freud, "Creative Writers and day-dreaming" in David Lodge, *20th Century Literary Criticism*, Longman, 1991, pp.36-42.
- Wolfgang Iser, "The reading process: a phenomenological approach", in *Modern Criticism and Theory: A Reader*, eds.David Lodge with Nigel Wood (Harlow: Pearson Education, 2000)pp. 188–205.

### **Module IV: Patterns and Beyond: Structuralism, Poststructuralism; Beyond the canon: New Historicism**

- Tzvetan Todorov, "The typology of detective fiction", in *Modern Criticism and Theory: A Reader*, eds.David Lodge with Nigel Wood (Harlow: Pearson Education, 2000)pp.137-144.

- Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp. 88–103.
- Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.
- Stephen Greenblatt, "The circulation of social energy", in *Modern Criticism and Theory: A Reader*, eds. David Lodge with Nigel Wood (Harlow: Pearson Education, 2000) pp. 494–511.

**Module V: Against exclusionary politics: Postcolonialism, Feminism, Black and Dalit Aesthetics/Subaltern Studies, Theory Now**

- Elaine Showalter, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.
- Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

### **Suggested Readings**

1. S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.
2. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.
3. Peter Barry *Beginning, Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.
4. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.
5. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009
6. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971.
7. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963.

### **Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**



<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	

	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## Project

**Course Code:**

**Course Type:**

**Course Level:**300

**Prerequisite:**None

**Credits:**5

L	T	P	S	J	C
0	0	0	0	5	5

### Course Description:

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research in order to devise an innovative solution for a real-world problem. While a project can be challenging, it can also be very rewarding. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

### Course Objectives:

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

### Course Outcomes:

By the end of the project the students will be

1. Better prepared for the working world
2. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
3. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
4. Demonstrate their writing skills which is a key soft skill in any industry
5. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

**Module 1:** Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

**Module 2:** Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

**Module 3:** Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

**Module 4:** The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

**Module 5:** Present your results - create effective visual aids and deliver a professional presentation.

**Reference books:**

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

## Translating Literature: Theory and Practice

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** None

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description:

The course is designed to introduce and familiarize students with Indian vernacular literary texts with an emphasis on its translations into English. While introducing the literary texts from multiple language backgrounds and emphasizing on its translations, the course takes into consideration the larger process of translation and engages with theoretical formulations to demonstrate the basic aspects of translation. To achieve this the course is divided into five modules including discussion on selected translated poetry, prose (Novel and Short-story), drama and a practical exposure to the act of translation and critical analysis of the process. As for evaluation/assessment the course adopts continuous evaluation strategy which includes presentations, peer reviews, discussions, translating literary texts from the source language to English and so on.

### Course Objectives:

1. To highlight the historical overview of Translation, its meaning, nature and the process.
2. To introduce various Indian vernacular literary texts translated into English and discuss its significance.
3. To outline the significance of translated poetry, prose and plays and familiarise with the challenges of genre specific translatability, adaptability and reception.
4. To promote students to translating a literary text of their choice from one's own mother-tongue into English and assess/evaluate its effectiveness and challenges faced while translating.

### Course Outcomes:

After completing this course, students will be able to :

1. Outline and appreciate the uniqueness of Indian Vernacular languages and literature composed in them (Bloom's Taxonomy Level 1 & 2)
2. Identify various literary traditions from India and contextualize its socio-historical, cultural and political underpinnings within which the literature is produced (Bloom's Taxonomy Level 2 & 3)
3. Critically engage with the challenges of translations from Indian languages, particularly into English (Bloom's Taxonomy Level 3 & 4)
4. Translate literary or Non-literary texts and engage with theoretical concepts. (Bloom's Taxonomy Level 5 & 6)

### Module I: The Role of Translation

Historical Overview; Meaning and nature of translation; Translatability; Translation theory

**Essential Readings:**

Walter Benjamin: "The Task of the Translator"

Sujit Mukherjee: "Transcreating Translation: An Indian Mode"

Lawrence Venuti: "Invisibility" - from *The Translator's Invisibility*

**Module II: Poetry in Translation**

Poetic spirit; Language and thought; interpretation and relatability

**Essential Readings:**

Ali Sardar Jafri: *Nivalah/Morsel* (Urdu), English Trans. Kathleen Grant Jaeger and Baidar Bakht ( from The Oxford Anthology of Modern Indian Poetry, 2006)

Namdeo Dhasal: *Stonemasons, My Father and Me* (Marathi, 1975); English trans. Vinay Dharwadkar ( from The Oxford Anthology of Modern Indian Poetry, 2006)

N. Revathi Devi: *This Night* (Telugu, 1951); English trans. Narayan Rao and A. K. Ramanujan ( from The Oxford Anthology of Modern Indian Poetry, 2006)

A K Ramanujan & Vivek Dharwadkar: Introduction from The Oxford Anthology of Modern Indian Poetry, 2006.

**Module III: Prose in Translation**

Prose and prosaic translation - historical background and meanings

**Essential Readings:**

Baby Kamble: *Jina Amucha/The Prisons We Broke* (autobiography, 2018/IIInd ed.); English Trans. Maya Pandit

Maya Pandit: Translator's note from *Jina Amucha/The Prisons We Broke*

Mahashweta Devi: *Breast Stories* (short-story, 1997) – from *Breast Stories* (Collection of short stories); English trans. Gayatri Spivak

Gayatri Chakraborty Spivak: introduction from *Breast Stories*.

Lakshmi Holmström : "Translator's Introduction" from Bam Faustina, *Sangati*, Tr. Lakshmi Holmström, New Delhi: OUP, 2005.

**Module IV: Drama in Translation**

Acceptability and adaptability in the translation of drama

**Essential Reading/s:**

Vijay Tendulkar: *Silence! The Court is in Session* (Originally published as *Shantata! Court Chalu Ahe* in Marathi 1963; OUP 2017)

Vijay Tendulkar: Preface from Collected Plays in Translation, OUP, 2003.

#### Reference:

Dipak P Ganmote: Cultural Implication in Proverbs and Sayings in Vijay Tendulkar's *Silence! The Court is in Session*.

<http://www.languageinindia.com/nov2018/dipakproverbssilenetendulkar.pdf>

#### Module V: Translation in Practice

Selecting a source text (short-story, poem, Novel etc.) from one's own mother tongue and translating it into English

Referential reading: Vimuktha (Telugu novel by Volga); English trans. T. Vijay Kumar as *The Liberation of Sita* (2016)

#### Reference Readings:

1. Baker, Mona, editor. Critical Readings in Translation Studies. Routledge, London and New York. 2010.
2. Bassnett, Susan. Translation Studies. Routledge, London. 2002.
3. Munday, Jeremy. Introducing Translation Studies: theories and applications. Routledge, London.
4. 2001.
5. Benjamin, Walter. The Translator's Task. Trans. Rendall, Steven. TTR: traduction, terminologie, redaction, vol.10, no. 2, 151-165. 1997.
6. Singh, Avdesh Kumar. "Translation Studies in the 21<sup>st</sup> Century." Translation Today, Vol. 8, no. 1, 5-44. 2014.
7. Kumar, Umesh. "The question of regional Indian Languages in the English Classrooms: Towards a Heterographic Pedagogy of Translation." Translation Today, Vol. 13, no. 4, 43-55. 2019.
8. Sadat Hasan Manto. Toba Tek Singh. *Sadat Hasan Manto Kingdom's End and Other Stories*. Trans. Hasan, Khalid. London: Penguin books, 1987.

#### Practical/Skill Based Courses (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab	Task/activity/Experiment 1	5	12x5=60 Marks

2	Activity/Experiment/Task	Task/activity/Experiment 2	5
3		Task/activity/Experiment 3	5
4		Task/activity/Experiment 4	5
5		Task/activity/Experiment 5	5
6		Task/activity/Experiment 6	5
7		Task/activity/Experiment 7	5
8		Task/activity/Experiment 8	5
9		Task/activity/Experiment 9	5
10		Task/activity/Experiment 10	5
11		Task/activity/Experiment 11	5
12		Task/activity/Experiment 12	5

**Executable Task (with 3 components for assessment)**

13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	



15	Output/ Expected deliverable	Task accomplishment	5	
<b>15 components of 5 Marks each 15x5</b>				<b>75 Marks</b>
<b>End-of-Course Assessment</b>				
Test				15 Marks
Viva-voce				10 Marks
Total				<b>25 marks</b>
<b>Course Total</b>				<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

## English Language Education: Concepts & Practices

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**Evolution of English Language

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description:

This course seeks to provide the students concepts and principles to gain basic knowledge of English language education and understand its underlying principles. It aims to equip them with the knowledge and the essential information on the major areas of ELT. The course thus provides an account of the issues that are involved in teaching English language skills and aspects; describes various approaches and methods of teaching English; covers some of the major aspects of material development; and testing, assessment and evaluation.

### Course Objectives:

This course aims to help students to;

- Learn the basic concept and principles of ELE
- Understand and critique the principles behind the teaching of language skills and elements
- Gain awareness about some of the prominent methods and approaches to language teaching
- Comprehend the key concepts and principles in curriculum, syllabus and instructional materials development
- Introduce key terms of testing, evaluation and assessment

### Course outcomes:

- Develop a set of principles to guide their practice as English language teachers.
- Explore a range of pedagogical options available for the teaching of skills in the classroom.
- Critically analyze components of different language teaching methods and approaches.
- Identify rationale, techniques and activities involved in each language teaching approach and method.
- Analyze various types of language testing, assessment, and evaluation.

### Module-1

**Understanding English Language Teaching:** Scope of English and English Language Teaching; Teaching English as a First Language/Second language/Foreign language in context: Bi/Multilingualism, Homogeneous/Heterogeneous Classroom; English in Multilingual Contexts; Policy Implications

**Essential Reading:**

Thornbury, S. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Germany: Macmillan. (Reading of specified terms)

Richards, J. C. (2015). *Key Issues in Language Teaching*. Germany: Cambridge University Press. (Part-1: Chapter - 1, 2 & Part-2: Chapter – 5)

Graddol, D. (2010). *English next India: the future of English in India*. British Council. (Part-2 & Part-3)

**Module-2**

**Understanding Curriculum, Syllabus and Materials:** Curriculum: Definition & Purpose; Types of Syllabus; Overview of Development of ELT Materials; Principles and Procedure of Selecting Materials; Learning materials in contemporary context: textbooks, authentic materials, realia

**Essential Reading:**

Tomlinson, B. (2011). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press. **(Glossary of basic terms)**

Candlin, C. N., Widdowson, H. G., Nunan, D. (1988). *Syllabus Design*. Hong Kong: OUP Oxford. **(Section-1, 3, 4, & 8)**

Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United Kingdom: Cambridge University Press. **(Section-4)**

**Module-3**

**Understanding Classroom Instruction:** Definition and Purpose; Methods, Approaches, and Techniques: Structural Approach, Communicative Approach, and Humanistic Approach; Methods of Teaching: English- Grammar-translation Method, Audio-lingual Method, Direct Method, Communicative Language Teaching, Task-based Language Teaching, Eclectic Method

**Essential Reading:**

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Netherlands: Prentice-Hall. **(Chapter-V)**

Richards, J. C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United Kingdom: Cambridge University Press. **(Section-1)**

Saraswathi, V. (2004). *English Language Teaching: Principles & Practice*. India: Orient BlackSwan. **(Unit-V)**

## **Module IV**

**Language and the Four Skills:** Language Skills and Sub-Skills; Process and Types of Listening; Context, Pronunciation, Stress, and Intonation in Teaching Speaking; Teaching Reading: Bottom-up and Top-down Model; Interactive Approach; Techniques and Strategies of Reading; Approaches to Teaching Writing Skills: Product Approach, Process Approach, Process-genre approach; Teaching Grammar; Teaching Vocabulary

### **Essential Reading:**

Richards, J. C. (2015). *Key Issues in Language Teaching*. Germany: Cambridge University Press. (Part-3)

Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press. (Chapters 6,7,9 &10)

## **Module V**

**Assessing Learning:** Concept of Testing, Assessment, and Evaluation; Difference between Testing, Assessment, and Evaluation; Purpose and Types of Testing: Validity and Reliability; Purpose and Types of Evaluation: Continuous Evaluation, End-term Evaluation; Purpose and Types of Assessment: Formative and Summative Assessment

### **Essential Reading:**

McNamara, T., Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T. (1999). *Dictionary of Language Testing*. United Kingdom: Cambridge University Press. **(Specified Concepts)**

Bachman, P. o. A. L. L. F., Bachman, L. F., Savignon, S. J. (1990). *Fundamental Considerations in Language Testing* (Oxford Applied Linguistics). Oxford: OUP Oxford. **(Chapter – 2, 3, 6, & 7)**

### **Suggested Readings:**

Douglas, D. (2014). *Understanding Language Testing*. United Kingdom: Taylor & Francis.

Harwood, Nigel. (2010). *English Language Teaching Materials: Theory and Practice*. Germany: Cambridge University Press.

Kochhar, S. K. (1992). *Methods And Techniques Of Teaching*. India: Sterling Publishers Private Limited.

Lennon, P. (2020). *The Foundations of Teaching English as a Foreign Language*. United Kingdom: Taylor & Francis.

McDonough, J., Shaw, C. (2012). *Materials and Methods in ELT*. Germany: Wiley.

Mujumdar, A. (2019). *Teaching English as a Second Language: Theory and Praxis*. India: SAGE Publications.

Nunan, D. (2000). Language Teaching Methodology: A Textbook for Teachers. Hong Kong: Open University of Hong Kong Press.

Widdowson, H. G., Nunan, D., Candlin, C. N. (1988). Syllabus Design. Hong Kong: OUP Oxford.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern  
(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	

<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Introduction to the Theories of Popular Culture

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**Introduction to Cultural Studies

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

Mass Culture or Popular Culture in a society is often understood as a mere commodity for mass entertainment. However, this course envisages to approach and study Popular Culture as an indicator of cultural values in any society. Popular Culture also produces significant cultural meanings. This course proposes to introduce theories of Popular Culture to the undergraduate students so as to enable them to understand how the production and consumption of popular culture shapes our everyday life. Power and ideology are interwoven in all cultural forms. Hence the study of the fundamental theories of Popular Culture will provide theoretical tools to the students to understand popular culture as a site of ongoing political and social struggle.

### Course Objective

1. To provide an in depth introduction to the fundamental theories of Popular Culture.
2. Enable students to use critical theories to understand the society
3. To help the students understand the invisible power structures in our everyday life

### Course Outcome

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

1. Understand how popular culture engages with social inequalities and power structures in a society. (Bloom's Taxonomy Level 2)
2. Apply theories to address problems concerning contemporary societies. (Bloom's Taxonomy Level 3)
3. Analyze and critically evaluate Popular Culture using various theoretical approaches. (Bloom's Taxonomy Level 5)
4. Integrate individual cultural experience into the learning process. (Bloom's Taxonomy Level 5)

### Module I: Fundamentals of Popular Culture

Definitions of Popular Culture, Mass Culture and Society, High Culture and Low Culture, and Americanization of Popular Culture.

### **Essential Readings**

Strinati, D. (1992a) 'The taste of America: Americanisation and popular culture in Britain', in D.Strinati and S.Wagg (eds), *Come On Down?: Popular Media Culture in Post-war Britain*, London, Routledge.

Williams, Raymond. (1963) *Culture and Society 1780–1950*, Harmondsworth, Penguin.

### **Module II: Culture Industry**

Culture Industry and Popular Music, Adorno's theory of Culture Industry, Frankfurt School and Critical Theory, and Walter Benjamin and Critique of Frankfurt School.

### **Essential Readings**

Adorno, T. (1991) *The Culture Industry*, London, Routledge.

Benjamin, W. (1973) 'The work of art in the age of mechanical reproduction', in *Illuminations*, London, Fontana.

### **Module III: Semiotics and Popular Culture**

Structuralism, Culture and Myth, Semiology, Roland Barthes and Semiotics.

### **Essential Readings**

Culler, Jonathan. (2002) *Barthes: A Very Short Introduction*. Oxford University Press

Woollacott, J. (1990) 'Messages and meanings' in *Culture, Society and the Media*, Routledge.

PK (Hindi Film 2014), Director: Rajkumar Hirani

### **Module IV: Marxism and Popular Culture**

Althusser's theory of ideology, Gramsci's concept of hegemony, Marxism and political economy, Marxism and Popular Culture.

### **Essential Readings**

Simon Roger (1990), *Gramsci's Political Thought: An Introduction*, Routledge.

Singer P (2001), *Marx. A very short introduction*.

Arundhati Roy (1997), *God of Small Things*

### **Module V: Postmodernism and Contemporary Theoretical Developments**

Contemporary popular culture and postmodernism, Feminism and Popular Culture, Popular Culture in India.



### Essential Readings

Mike Featherstone (2007), *Consumer Culture and Postmodernism*, Sage Publications.

Angela McRobbie (1991), *Feminism and Youth Culture: From 'Jackie' to 'Just Seventeen'*.

Deepa Sreenivas (2013) *Sculpting the Middle Class History, Masculinity and the Amar Chitra Katha*, Routledge India.

### Suggested Readings

1. Axel Honneth, Espen Hammer, Peter E Gordon (2018) *The Routledge Companion to the Frankfurt School*, Routledge.
2. Collins, J. (1989) *Uncommon Cultures: Popular Culture and Post-modernism*, New York and London, Routledge.
3. Dyer, G. (1982) *Advertising as Communication*, London and New York, Methuen.
4. Storey J. (2021) *Cultural Theory and Popular Culture An Introduction*, Routledge.
5. Hutcheon, L. (1989) *The Politics of Postmodernism*, London, Routledge.

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20

<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## CROSS CULTURAL COMMUNICATION

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course is designed to prepare graduate students for careers as international professionals. It focuses on the cultural factors that influence communication in international/intercultural relations as well as the rules and customs that prescribe behaviour. It aims at developing an individual's intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions.

### Course Objectives

- explore cultural self-awareness and the dynamics that arise in interactions between people from different cultures
- understand how communication processes differ among cultures
- identify challenges that arise from these differences in intercultural interactions and learn ways to address them.
- enhance the importance of the roles of context and power in studying intercultural communication.
- acquire knowledge, skills and attitudes that increase intercultural competence

### Course Outcomes

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

- Analyze aspects of culture, values and behaviours that affect intercultural communication to develop ways to improve inter-communication skills (L4)
- Understand communication practices in different cultural contexts to recognize differences between different styles of communication (L2)
- Examine the development of stereotyping and prejudice and their effect on communication (L3)
- Analyze the challenges and opportunities of cross-cultural communication in order to make decisions informed by cultural cues (L4)
- Reflect critically on individual communication strengths and growth areas in order to set professional goals for working in international, intercultural settings (L3)

## Module I

**Foundations of Intercultural Communication:** Overview of culture and society; concept of diversity; defining ‘intercultural communication’; variations in personal, social, and cultural identity; exploring ‘Who am I?’; awareness of one’s own and other’s cultural identities; goals of intercultural learning; significance of understanding intercultural communication; dimensions of intercultural interactions

### Essential Reading:

- Chapter-I Part-I: Kurylo, Anastacia, ed. *Inter/cultural communication: Representation and construction of culture*. Sage Publications, 2012.
- Chapter-I: Ahrndt, Shannon. *Intercultural Communication*. (2020).

## Module II

**Exploration and Analysis:** Contextualizing Cultural Identities; Exploration of narratives and metaphors; cultural baggage; cultural barriers; levels of identity in interaction; identifying differences in interaction; media representation of select cultures and its impact; responding to diverse identities; social perceptions of stereotypes; prejudice and intergroup contact discrimination; culture lag and culture shock

### Essential Reading:

- Chapter-I Part-II: Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.
- Chapter-XI: Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017

## Module III

**Understanding Behaviours and Context:** Analysis of cultural relativism and ethnocentrism; Sapir-Whorf hypothesis (linguistic relativism) and its impact; sources of intercultural misunderstanding; variations and perceptions of communication behaviours; taxonomies for understanding context, space, values, time and other contextual factors (hi-low context, proxemics, monochronic-polychronic, silence)

### Essential Reading:

- Chapter-III Part-II: Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.
- Chapter-IX: Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017

## Module IV

**Benefits of Intercultural Communication:** Benefits of intercultural applications; implications in personal life, business and education; exposure to and application of leading frameworks and levels of analysis; strategies for successful intercultural interactions; ways to communicate non verbally across cultures; Intercultural competence; linking culture and communication

### Essential Reading:

- Chapter-IX: Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.
- Chapter-VII: Martin, J.N., & Nakayama, T.K. *Intercultural Communication in Contexts*. Boston: McGraw Hill. 7th Edition. 2017.

## Module V

**Cultivating Intercultural Adaptation:** Descriptions of culture shock; understanding its dynamics and coping mechanism; the process of acculturation; exposure and appreciation: cross-cultural complexity; cultural assumptions, expectations; engaging in adaptation processes; growth outcomes in cross-cultural transitions; avoiding cultural faux pas; appreciating diversity

### Essential Reading:

- Chapter-XII: Neuliep, James W. *Intercultural communication: A contextual approach*. Sage Publications, 2020.
- Chapter-VIII: Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.

### Coursera Course

- Intercultural Management - ESCP Europe
- Business English for Cross-Cultural Communication - The Hongkong University of Science and Technology

### Suggested Reading

Kurylo, Anastacia, ed. *Inter/cultural communication: Representation and construction of culture*. Sage Publications, 2012.

Ahrndt, Shannon. *Intercultural Communication*. (2020).

Martin, J.N., & Nakayama, T.K. *Intercultural Communication in Contexts*. Boston: McGraw Hill. 7th Edition. 2017.

Jandt, F. *An Introduction to Intercultural Communication: Identities in a Global Community* (4th edition). London: SAGE Publications. 2017.

Samovar, Larry A., et al. *Communication between Cultures*. CENGAGE Learning. 2017

Jackson, Jane. *Introducing language and intercultural communication*. Routledge, 2014.

Neuliep, James W. *Intercultural communication: A contextual approach*. Sage Publications, 2020

**Practical/Skill Based Courses (100% Continuous Evaluation)**

S. No.	Schedule	Assessment Component	Marks	Total Marks
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	

12		Task/activity/Experiment 12	5	
<b>Executable Task (with 3 components for assessment)</b>				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
<b>15 components of 5 Marks each</b>				<b>75 Marks</b>
<b>End-of-Course Assessment</b>				
Test				15 Marks
Viva-voce				10 Marks
Total				<b>25 marks</b>
<b>Course Total</b>				<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

## World Literature

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** Reading Literature

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course aims to introduce students of literature to contemporary and older classics from across the world. The classics are grouped thematically to suggest a certain universality of human experience beyond national identities, in spite of, or because of, their authentic portrayal of the specific cultures each of them represent. It is hoped that the course would open up their minds to receive literary experience from wherever it comes from and to appreciate the variety of linguistic and technical expression of reality.

### Course Objectives

The course aims to

- Introduce the student to the concept of world literature in relation to other related concepts of literature
- Enable the student to nurture a sensibility to appreciate literature from across the world and recognise the universality of certain human experiences
- Equip the student with the knowledge of the historical and cultural context of the literature from regions other than one's own
- Enable the student to interpret and analyse world literature in its context

### Course Outcomes

At the end of this course, the student should be able to:

- Explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya. (Bloom's Taxonomy Level 2)
- Appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world. (Bloom's Taxonomy Levels 2 & 3)
- Analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions. (Bloom's Taxonomy Levels 3 & 4)
- Analyze and interpret literary texts in their contexts and locate them. (Bloom's Taxonomy Levels 4 & 5)

### Course Content:



**Module I:** The evolution of the concept of World Literature; Issues concerning inclusiveness and cosmopolitanism, literary production; Role of economic globalisation in the expansion of the concept of World Literature; theories of cultural production and world-systems; Issues surrounding translation

**Essential Reading:**

David Damrosch, "Introduction" in David Damrosch, *What is World Literature?* (Princeton: Princeton University Press, 2018)

Christopher Prendergast, "The World Republic of Letters", in Christopher Prendergast (Ed.), *Debating World Literature* (London, New York: Verso, 2004)

**Module II:** Moral dilemmas, alienation and exile

**Essential Reading:**

- Albert Camus, *The Stranger*

**Module III:** History, politics, biography and subversion

- Naguib Mafouz, *Palace Walk*
- Pablo Neruda, "I Explain a Few Things"

**Module IV:** Memory, Displacement and Diaspora

- Mariama Ba, *So Long a Letter*
- NoViolet Bulawayo, *We Need New Names*
- Mohmud Darwish, "A Lover from Palestine"

**Module V:** Exclusion, slavery, race, caste, and culture

- Toni Morrison, *Beloved*
- G. Kalyana Rao, *Untouchable Spring*
- Melikhaya Mbutuma, "I am speaking near the peak of the Drakensberg Mountains"

**Suggested Reading:**

1. Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.
2. David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.
3. Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.
4. Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.
5. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
6. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.

7. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

### Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>

<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## Fundamentals of Linguistics

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** Evolution of English Language

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course introduces the students to the various branches of linguistics such as Phonetics and Phonology, Morphology, Syntax and Semantics. It covers the basic concepts and approaches in these branches and aims to lay the foundation for further study in any specialization in linguistics. It is hoped that equipped with the fundamental concepts with regard to the various dimensions of language, the student will be able to become aware of the nuances of any language and examine them.

### Course objectives

The course aims to:

- Make the students understand what linguistics is and how linguistics is a scientific study of language.
- To stimulate curiosity about language, what it reveals about the human mind, and the human cultures it reflects.
- To increase ability in critical thinking, analysis, problem-solving, hypothesis formulation and evaluation, and written expression.
- To formalize linguistic facts into concise rules and diagrams.
- To make the students think and question popular beliefs about language and determine whether they have any scientific validity.

### Course Outcomes

By the end of the course,

- The students will have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
- The students will be able to transcribe the words in English into the IPA.
- The students will be able to account for the incorrect sentences in English.
- The students will be able to understand of the structure of language, specifically its morphological subsystems. Develop understanding of morphophonemic processes in language.
- The students will be able to understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects.

## **Module I: Introduction to Linguistics**

Introduction to Linguistics and its branches: phonetics and phonology, morphology, syntax and semantics.

### **Essential reading:**

Verma and Krishnaswamy: *Modern Linguistics: An Introduction*. (Section I pp 1-5; pp 16-17)

Chomsky, N. (1968): *Language in Mind*. Harcourt Brace Jovanovich. New York

## **Module II: Introduction to phonetics**

Introduction: Phonetics as a study of speech sounds; aims and scope of phonetics, branches of phonetics, speech organs and their functions, mechanisms of speech production, airstream mechanism; place of articulation and manner of articulation

### **Essential reading:**

Catford, J.C. 1990, *A Practical introduction to Phonetics*. Oxford: Clarendon Press.

Hockett, C.F. 1958, *A Course in Modern Linguistics*, New Delhi. Oxford & IBH. Ch.7,8,77,12.

## **Module III: Introduction to Morphology**

Introduction: The study of word structure and word formation.

Types of morphological processes: cliticization, conversion, clipping, blends, backformation, acronyms, onomatopoeia.

### **Essential reading:**

Katamba, F (1993): *Morphology*. Macmillan, London (Chapter 2, pp. 17-39).

Bauer, L. (1988): *Introducing Linguistic Morphology*. Edinburgh University Press, Edinburgh.

## **Module IV: Introduction to syntax**

Introduction: phrase, clause, constituent, transitivity.

Approaches; phrase structure grammar, transformational model; x-bar theory, NP Movement and Wh-movement and exercises.

### **Essential reading:**

Radford, Andrew. (1988). *Transformational Grammar*. Cambridge University Press. (Chapter 9).

Chomsky, N. (1968): *Language in Mind*. Harcourt Brace Jovanovich. New York.

### **Module V : Introduction to semantics**

Introduction: The study of meaning; elements of meaning and sources of meaning; introduction to pragmatics.

#### **Essential reading:**

Palmer, F.R. (1981). *Semantics*. Cambridge: Cambridge University press. Chapters 4 and 5.

Prakasham, V. and A. Abbi. (1986). *Semantic Theories and Language Teaching*. New Delhi: Allied Publishers. Pp. 56-92.

#### **Suggested Reading:**

1. Bauer, L. 1988. *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press. Pp. 7-41 and 73-87.
2. Catford, J.C. 1988. *Practical Introduction to Phonetics*. Oxford: Oxford University Press.
3. Hudson, Richard. 1998. *English Grammar*. London and New York: Routledge. Chapters 1-6, 8 and 9.
4. Radford, A. 1988. *Transformational Grammar*. Cambridge: CUP.
5. Saeed, John. 1997. *Semantics*. Blackwell: Oxford. Chs. 3, 4, 7 and 8.

### **Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	5	4 x 2.5 (Better 4 of 5)	<b>10</b>
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	

	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Popular Cultures of Film and Media

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**Introduction to Cultural Studies

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course is designed to analyze the basic patterns and pillars of popular culture as they are used and revealed in certain media to present to masses the basic institutions and ideological interpretations of it. The course provides opportunities to read literature and watch movies to explore socio-cultural and literary and theory issues in films and media. The course presents theoretical inputs to understand the role of popular culture in postcolonial nations and explores issues of identity and identity construction critically. It also introduces the necessary technical knowledge needed to understand the film making. The course explores the context and content of the new media.

### Course Objectives

The course aims to-

- Overview popular culture and its various forms
- Locates the popular cultural forms in the postcolonial nation
- Looks into the role of popular cultural forms in the construction of identity
- Overviews the aspect of representation in popular film and media
- Provide basic technical knowledge to understand a film and media advertising
- Provide framework to understand the new media

### Course Outcomes

Upon completion of the course, students should be able to:

- Develop understanding of patterns and processes in popular culture and their interaction with local and global cultures.(Bloom's Taxonomy Levels 1 & 2)
- Demonstrate understanding of the interconnectedness and diversity of popular cultures of film and other media (Bloom's Taxonomy Levels 2 & 3)
- Devise analytical, practical, or creative responses to the issues in films and media. (Bloom's Taxonomy Levels 4, 5 & 6)
- Understand and analyse films from technical as well as cultural perspectives (Bloom's Taxonomy Levels 2 & 3)
- Critically review the context and content of new media. (Bloom's Taxonomy Levels 6)

### Course Content

#### Module I: Defining Popular culture

Defining Popular Culture. Aspect and forms of popular culture



**Essential Reading:**

- Storey, John. 'What is popular culture?' in *Cultural Theory and Popular Culture: An Introduction*. (Longman, 2008).
- Raymond Williams. "Culture." "A Hundred Years of Culture and Anarchy." (Verso, 1980).

**Module II: Postcolonial India representation/ identity**

Viewing: Anand Patwardhan, *In the Name of God: Ram Ke Naam*

**Essential Reading:**

- ◆ Nivedita Menon and Aditya Nigam, "Introduction: A Genealogy of the 1990s." in *Power and Contestation: India since 1989*. (Xed books, 2007)
- ◆ Francesca Orsini, What did they mean by 'public'? *Language, Literature and the Politics of Nationalism*. (Economic and Political Weekly, Vol. 34, No. 7 (Feb. 13-19, 1999), pp. 409-416 (8 pages)

**Module III: Media and Advertising**

**Viewing and Discussion:** John Berger, "Ways of Seeing"

**Essential Reading:**

- John Berger (1972), "*Ways of Seeing*." Penguin Books
- Benjamin, Walter, "*The Work of Art in the Age of Mechanical Reproduction*." Penguin Books
- Ghosh, Bishnupriya. "*Looking through Coca-Cola: Global Icons and the Popular*" *Public Culture* (2010) 22 (2): 333–368.

**Module IV: Cinema**

Film Form: Concept & Principle

Shot: Mise-en-scene & Composition

Aspects of mise-en-scene

Realism & Mise-en-scene

**Essential Reading:**

- Bordwell, D. & Kristin, Thomson, "*Film Art: An Introduction*." (New York: McGraw-Hill, 2010).
- Vasudevan, Ravi. Introduction, "*Making Meaning in Indian Cinema*." (Oxford: 2001)

**Module V: New Media**

Viewing and Discussion: Nosedive, Black Mirror (2016), social media apps (Facebook, Twitter, Whatsapp, Snapchat etc.)

### Essential Reading:

- Langdon Winner, “*Do Artifacts Have Politics?*” *Daedalus*, 1980, Vol. 109, No. 1, 121-136.
- Yochai Benkler, Helen Nissenbaum, “*Commons-Based Peer Production and Virtue*,” *Journal of Political Philosophy*, 2006.
- Fred Turner, “*Burning Man at Google: A Cultural Infrastructure for New Media Production*,” *New Media & Society*, April 2009.

### Recommended Readings

1. Gay, Paul du, Stuart Hall, Linda Janes, Anders Koed Madsen, Hugh Mackay, Keith Negus. *Introduction. Doing Cultural Studies. The Story of the Sony Walkman*. (SAGE. April 2013).
2. Hall, S. “*Cultural Studies: Two Paradigms*” in *What is cultural studies: A reader ed Storey*, J. (Arnold Publications: 1997)
3. Bismillah, A. “Guest is God” in *A Matter of Taste: The Penguin Book of Indian Writing on Food* (Ed) Nilanjana S. Roy. (Penguin Books: 2004)
4. Amin, Shahid (2004): “On Representing the Musalman,” *Sarai Reader: Crisis/Media*, pp. 92-97.
5. Nicolas Jaoul, (2006) “Learning the Use of Symbolic Means: Dalits, Ambedkar Statues and the State in Uttar Pradesh.” *Economic Political Weekly*: June
6. C.K.Janu, Extracts from *Mother Forest*
7. Virginius Xaxa, “Tribes as Indigenous Peoples: Discourse and Adivasi Consciousness. *Economic and Political Weekly* Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595.
8. Barthes, Roland. (1972). *Mythologies*. New York: Noonday Press. (MYTH Today to “The Signification“, 109 – 126
9. Hall, Stuart. (1997). The Work of Representation. In Stuart Hall (Ed.), *Representation* (15 – 26). London: Sage Publications. (until top of first para. 26)
10. Hall, Stuart. (2008). Encoding/Decoding. In Neil Badmington & Julia Thomas (Eds.), *The Routledge Critical and Cultural Theory Reader* (234-244). London: Routledge.
11. Monaco, James. “How to read a film”
12. Ranjani Mazumdar’s essay titled Subjectification to Schizophrenia; The Angry Man and Psychotic Hero of Bombay Cinema
13. Fred Turner, *From Counterculture to Cyberculture*, 2008

## Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	

conducted after the completion of the specified portion of the syllabus	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Content Writing

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** None

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course is designed to enable students to express themselves with clarity through written communication. It introduces them to the content writing processes and procedures to help them become a better content writer. It covers various facets related to content writing and includes tips and methods to improve one's content.

### Course Objectives

- develop students writing skills and improve qualities to make them better writers
- build student's trust and connection with their audience to gain authority as a writer
- introduce students to a variety of tools to facilitate their writing
- help students differentiate content development for different purposes
- help build e-portfolio and establish themselves as writers online

### Course Outcomes

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

- Understand the process involved in good content writing (L2)
- Identify target audience and accordingly design the content (L3)
- Evaluate and use various writing tools to develop content (L3)
- Develop content ideas through different techniques (L4)
- Understand and apply techniques learned to create an e-portfolio (L4)

### Module-1

**Introduction:** Define content writing; Importance of content writing; Types and aspects of content writing; Writing for online versus offline; Different techniques for writing; Role of a content writer; Skills required for writing quality content; Content writing as a career option

#### Essential Reading:

- Chapter-I: Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.
- Chapter-I: Mill, David. *Content is King: writing and editing online*. Routledge, 2005.

### Module-II

**Understanding Audience:** Understand content strategy; Know your reader: build credibility; Keys to understanding the audience; Connect with readers; Creating Personas; Branding/Marketing content; Using content experiences; Developing tone and voice

**Essential Reading:**

- Chapter-I: Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.
- Interlude-I: Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.

**Module-III**

**Content Writing Tools:** Writing productivity tools; Collaborative writing tools; Editing tools: Grammarly, Hemingway; Keyword Planner; Blog topic generators; Headline Analyzer; Canva; Working with images, adding motion and sound; Elements of SEO

**Essential Reading:**

- Chapter-III: Felder, Lynda. *Writing for the Web: Creating compelling web content using words, pictures, and sound*. Que Publishing, 2011.
- Chapter-III: Enge, Eric, et al. *The Art of SEO-Mastering Search Engine Optimization*. O'Reilly Media, Inc., 2015.

**Module-IV**

**Content Development:** Website content planning and design; using relevant and credible content from authentic sources; outsourcing vs. in-house creation; creating share-worthy content; writing for search engines, ads, websites, social media, and e-commerce sites; legal aspects of content writing; avoiding plagiarism

**Essential Reading:**

- Chapter-II: Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.
- Chapter-IV: Mill, David. *Content is King: writing and editing online*. Routledge, 2005.

**Module-V**

**Creating e-Portfolio:** Create effective headline; choose a website builder; create content with captions; revise, edit and proofread content; maintenance, relevance and appeal; create reflective e-portfolio; usability testing; publish; connect with professional communities

**Essential Reading:**

- Chapter-II: Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008.
- Chapter-V: Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008.

### Coursera Courses

- Content Strategy for Professionals: Specializations - Northwestern University
- Content Strategy for Professionals: Engaging Audiences - Northwestern University

### Suggested Reading

Mill, David. *Content is King: writing and editing online*. Routledge, 2005.

Redish, Janice Ginny. *Letting go of the words: Writing web content that works*. Morgan Kaufmann, 2007.

Felder, Lynda. *Writing for the Web: Creating compelling web content using words, pictures, and sound*. Que Publishing, 2011.

Halvorson, Kristina, and Melissa Rach. *Content Strategy for the Web: Content Strategy Web \_p2*. New Riders, 2012.

Handley, Ann. *Everybody writes your go-to guide to creating ridiculously good content*. John Wiley & Sons, 2014.

Engel, Eric, et al. *The Art of SEO-Mastering Search Engine Optimization*. O'Reilly Media, Inc., 2015.

Montgomery, Kathleen K., and David A. Wiley. *Building e-portfolios using PowerPoint: A guide for educators*. Sage, 2008.

### Practical/Skill Based Courses (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	

7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each 15x5				75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
Course Total				100

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**



## Resistance Literature

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course provides an introduction to the theoretical framework of Resistance literature which emerged through the writings of Latin american, Middle-eastern and African critics such as Ghassan Kanafani, Ngugi Wa Thiongo. It provides a survey of resistance literature and thought that aimed to create a conscious cultural challenge to imperial hegemony. Students will be familiarized with resistance literature from different continents and their political as well as cultural implications.

### Course Objectives

1. Explain the aesthetics and political connotations of resistance literature.
2. Analyse the core arguments prevalent in the resistance literature.
3. Demonstrate how ideas of national culture, postcolonialism, populism and hegemony are problematised by the oeuvre of resistance literature.
4. Expose and discuss the notion of resistance in diverse literary texts
5. Compare, critique, and express the significant narratives of resistance.

### Course Outcomes

After completing this course, the students will be able to:

1. Interpret the critical arguments on which theoretical understanding of resistance literature is based. (Bloom's Taxonomy Level 1 & 2)
2. Explain the major aesthetic concerns and designs of cultural resistance as present in the body of resistance literature. (Bloom's Taxonomy Level 2 & 3)
3. Critically evaluate resistance literature in the parameters of concerned theoretical strands. (Bloom's Taxonomy Level 4 & 5)
4. Compose critical commentary on varied resistance literature and identify similar texts from different times and locales. (Bloom's Taxonomy Level 5 & 6)
5. Compare and express (write/presentation) critical understanding of resistance literature (Bloom's Taxonomy Level 5 & 6)

## Course Content

### Module I: Introduction

Emergence, Terminologies and Theories

#### Essential Readings:

- “Resistance Literature: The Theoretical-Historical Context” by Barbara Harlowe from *Resistance Literature*.
- “Literature in Schools” by Ngugi Wa Thiong'o from *Studies in African Literature: Writers in Politics*.
- “The Forethought” by W E B Du Bois from *The Souls of Black Folk*

### Module II: Americas and Africa

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations.

#### Essential Readings:

- *Things Fall Apart* by Chinua Achebe
- *In the Castle of My Skin* by George Lamming
- “Problems of Underdevelopment” by Nicolás Guillén
- “Still I Rise” by Maya Angelou
- “Guatemala 1958- Funeral For a Bird” by Arturo Arias

### Module III: Europe & Middle-east

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations.

#### Essential Readings:

- *Mother Courage and Her Children* by Bertolt Brecht
- “Identity Card” by Mahmoud Darwish
- “The Wound” by Adonis aka Ali Ahamad Said Esbar

### Module IV: India

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from India.

#### Essential Readings:

- *Karukku* by Bama

- “Toba Tek Singh”, “The Dog of Titwall” & “The Price of Freedom” by Saadat Hasan Manto; from the collection *Mottled Dawn: ifty Sketches and Stories of Partition*.
- “November is the Month of Migration” by Hansda Sowvendra Sekhar in *The Adivasi will not Dance*.
- “The Last Song” by Temsula Ao in *These Hills Called Home: Stories from a War Zone*.
- “Dawn of Freedom” by Faiz Ahmad Faiz

### Module V: Russia & Australia

Socio-political context; literary style and preoccupations; major discourses, cultural resistance against hegemonic impositions; language and fictional strategies in use; notable authors and works; critical understanding of resistance literature from the given geographic locations.

### Essential Readings:

- *Mother* by Maxim Gorky
- “Journey” by Patricia Grace
- “The Past” by Oodgeroo Noonucal (formerly Kath Walker)

### Reference Readings:

Fanon, Frantz. “On National Culture” from *The Wretched of the Earth*. Penguin UK, 2001 (1961).

Whalen, Lachlan. Contemporary Irish republican Prison Writing: Writing And Resistance. Palgrave Macmillan. New York. 2007.

Thiong’o, Ngugi Wa. Writers in Politics. Heinemann. London. 1981.

Farag, Joseph R. Politics and Palestinian Literature in Exile: Gender, Aesthetics and Resistance in the short story. IB Tauris. London. 2017.

Harlowe, Barbara. Resistance Literature. 1987.

Washington, Sylvia Ba. The Concept of Negritude in the Poetry of Leopold Sedar Senghor. Princeton University press. 1973.

Kanafani, Ghassan. Palestine’s Children: Returning to Haifa and other short stories. Tran. Barbara Harlowe and Karen E Railey. Lynne Rienner. London and Colorado. 2000.

### Assessment Pattern and Evaluation

#### Theory Courses: 70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10

<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>

<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## English Language in India: History, Policy and Politics

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** Evolution of English Language

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course introduces the history of the English language in India. By tracing the history of English in India the course would highlight the debates around the question of language in general and English language in particular from colonial times to the present. It tries to comprehend the various roles that English has performed and still is performing in the contexts of pre 1947 and post 1947. The course highlights various discourses around the English language such as language learning, linguistic ideology, medium of education, question of official language and language as a tool for socio economic empowerment.

### Course Objectives

The course aims to

1. Provide a comprehensive history of English language policy in India from colonial times to the present
2. Equip the students with the skills to understand the impact of socio-political and cultural issues on English language policy and English education in India
3. Equip students with the critical skills to analyse various discourses surrounding English language in India
4. Discuss the history of English language and its emergence in India
5. Train students to review the discourse of English for social, political and cultural perspectives

### Course Outcomes

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

1. Understand the history of English language and English education at the conjunction of various socio-political and cultural issues and contexts. (Bloom's Taxonomy Levels 1 & 2)
2. Demonstrate a comprehensive knowledge of history of English in India (Bloom's Taxonomy Level 2)
3. Apply the knowledge of socio-political and cultural issues on English language policy, in particular and education in India, in general (Bloom's Taxonomy Level 3)
4. Analyse the English language and its emergence in India (Bloom's Taxonomy Level 3)
5. Critically review the discourse of English from socio-political and cultural perspectives (Bloom's Taxonomy Levels 4, 5 & 6)

## **Module I**

### **Origins of English in India:**

The exploration and transportation phase and consolidation phase - Anglicism vs Orientalism debate on Language Policy; Some Important Pre-Independence Landmarks: Macaulay's Minute-a critique; Woods Despatch (1854); Indian Education Commission (1882); (Licensing Act, 1823)

### **Essential readings**

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India (Chapter 1 & 2)*. Delhi: Foundation Books (Cambridge University Press).
- Mukherjee, J. (2010). The development of the English language in India. In Andy Kirkpatrick (Ed) *The Routledge handbook of world englishes*. (pp. 167-181). New York: Routledge
- Pennycook, A. (1998). *English and the discourse of Colonialism (Chapter 3)*. London and New York: Routledge.

## **Module II: The dissemination phase**

Indian Universities Commission (1902); the government of India resolution of 1904  
English as an instrument of unification and destruction; the government of India Resolution of 1913; Calcutta University Commission (1917-19); The Swadeshi movement

### **Essential readings**

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India (Chapter 3)*. Delhi: Foundation Books (Cambridge University Press).
- Aggarwal, J.C. (2018). *Landmarks in the History of Modern Indian Education (relevant sections)*. New Delhi: Vikas Publishing House Pvt Ltd.

## **Module III Identity Phase**

Landmarks in English Education in India after Independence: Radhakrishnan Commission (University Education Commission, 1948); Secondary Education Commission (Mudaliar 1953); Official Languages Commission (1956-58); recommendation of anti-hindi movement; Chief Minister's conference, 1961 (recommendations of three language formula) Official Language Amendment Act (1967)

### **Essential readings**

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India (Chapter 3)*. Delhi: Foundation Books (Cambridge University Press).
- Forrester, D. B. (1966) The Madras Anti-Hindi Agitation, 1965: Political Protest and its Effects on Language Policy in India. *Pacific Affairs*, 39 (1/2), 19-36

## **Module IV Progression Phase**

The Education Commission (Kothari Commission, 1964-6); National Policy on Education (1968) ; policy statement on the development of languages; National Education Policy

(1986); Acharya Ramamurthy Commission (1990); Curriculum Development Commission; Revised National Policy of Education (1992); National Curriculum Framework (2000); The National Knowledge Commission Report (2006- 10); NEP 2019

### Essential Readings

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India (Chapter 3)*. Delhi: Foundation Books (Cambridge University Press).
- Aggarwal, J.C. (2018). *Landmarks in the History of Modern Indian Education (relevant sections)*. New Delhi: Vikas Publishing House Pvt Ltd.
- Singh, R. (2006). CONSTITUTIONAL MANDATE AND RIGHTS OF LINGUISTIC MINORITIES. *Journal of the Indian Law Institute*, 48(2), 271-276.

### Module V

Official theoretical Position on teaching (Indian) Languages; Roles of English in India; colonial, postcolonial, globalisation and neoliberalism contexts; English and contemporary debates: Dalit /tribal contexts, globalisation contexts.

### Essential Readings

- NCERT. Teaching of Indian languages Chapter III & IV. New Delhi: Govt of India
- Rao, G.A. (2010). Linguistic Human Rights in India: Policy and Practice. *Language: A Journal of Language Teaching and Language Studies*, Vol. 1, May: 1-17.
- Richa. (2019). The Journey of English in India: Experiments, Contradictions and the Tribal / Dalit Question: English studies in India in Banibrata Mahanta & Rajesh Babu Sharma (Eds.) *English Studies in India: Contemporary and Evolving Paradigms* (Pp. 131-142). Singapore: Springer.
- Tarakeshwar, V.B. (2014). Caste and Language: The Debate on English in India in A. Uma, K.Suneetha Rani & D.Murali Manohar (eds.). *English in the Dalit Context* (pp. 169-181). Delhi: Orient BlackSwan

### Suggested reading

- Krishnaswamy, N & Lalitha Krishnaswamy. (2006). *The story of English in India*. Delhi: Foundation Books(Cambridge University Press).
- Aggarwal, J.C. (2018). *Landmarks in the History of Modern Indian Education* . New Delhi: Vikas Publishing House Pvt Ltd.
- A. Uma, K.Suneetha Rani & D.Murali Manohar (eds.). *English in the Dalit Context*. Delhi: Orient BlackSwan .
- Pennycook, A. (1998). *English and the discourse of Colonialism (Chapter 3)*. London and Newyork: Routledge
- Sonntag, S. K. (2015). Narratives of globalization in Language politics in India. In Ricento Thomas (Ed.). *Language Policy and Political Economy* (pp. 209-227.). New York: Oxford University Press.



**Recommended Reading (Reference Books)**

- Mukherjee, A. (2009). This gift of English to India: English Education and formation of alternative hegemonies in India. Delhi: Orient Black Swan
- Agnihotri.R.K., & Khanna, A.L. (1995).English language teaching in India: Issues and innovations. New Delhi: Sage Publications.
- Hinz, A. (2012). On the Development of the English Language in India.

**Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	

	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	
	<b>Test/Assessment 2</b>	<b>Second half of Module 2 and Module 3</b>	
	<b>Test/Assessment 3</b>	<b>Modules 4 &amp; 5</b>	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

Specific question types for each test/assessment will be decided by the course committee

## Mythology, Folklore, Legends and Culture

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** Introduction to Cultural Studies

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

There are stories that have been in currency for thousands of years from the beginning of time. These stories helped humans to make sense of the culture and society around. It provided them with an identity. Beginning with an overview of mythology, folklore and legends the course would explore different kinds of myths and legends entailing age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. The course also provides frameworks to read, understand and analyse the universality and social significance of myths, folklore and legends and how these shape the culture and values of a society that are reflected in everyday practice

### Course Objectives

The course aims to

1. Distinguish myth, folklore and legends
2. Provide an overview of the typology of myths, folklores and legends
3. Provides a context to understand myths, folklore and legends in literature and culture of everyday.
4. Establishes a connectivity between history and the present through the genres of myth, folklore and legends
5. Explores the use of legends in the present day context

### Course Outcomes

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

1. Understand and distinguish between myth, folklore and legend (Bloom's Taxonomy Levels 1 & 2)
2. understand the characteristics of hero of myths and legends (Bloom's Taxonomy Levels 1 & 2)
3. relate the myth and legends to everyday activities (Bloom's Taxonomy Level 3)
4. compare mythologies in various localities (Bloom's Taxonomy Levels 2 & 3)
5. critically review various genres of literature and films (Bloom's Taxonomy Levels 4, 5 & 6)

## **Module I:**

Defining Myth, Folklore, Fairy tales; Types of Myths, legends, folktales and fairy tales

### **Essential Reading:**

1. Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales (Introduction)*. Vintage, 2010.
2. Hamilton, Edith. *Mythology*. New York: New American Library, 1969.
3. Ramanujan, A.K. *Folktales from India*. Penguin publications, 1994

## **Module II:**

Characteristics of hero; types of hero and heroine stories; Hero's journey

Discussion of The Legend of King Arthur and his Knights and The Legend of Joan of Arc (Film, 2019)

### **Essential Reading:**

1. Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999.
2. Turtledove, Harry and Noreen Doyle, eds. *The First Heroes: New Tales of the Bronze Age*. New York: Tor, 2004.

## **Module III:**

Myths and legends as basis for cultural activities; Myths providing meaning to everyday life and resistance

A discussion of Wole Soyinka: A Dance of the Forests and NGugi Wa Thiong'o: Devil on the cross

### **Essential Reading:**

1. The Sociological Significance of Myth W. H. R. Rivers Folklore Vol. 23, No. 3 (Sep., 1912), pp. 307-331
2. Children, myth and storytelling: An Indigenous perspective Gregory A Cajete

## **Module IV:**

Comparative mythology; language in the origin of myth or legend; structure of myth and legend

A discussion of Ramayanas: Valmiki version, Bhuddhist version, Jain Version, Malay Version, Thai Version, Burmese Version

**Essential Reading:**

1. Ramanujan, A. K. (2006). Three Hundred Ramayanas. New Delhi: OUP
2. Mircea Eliade- Patterns in Comparative Religion (tr. By Rosemary Sheed)
3. Claude Levi Strauss- Structural Anthropology (tr. From French into English by Claive Jacobson on Brooke Groundfest School) Chapter on “Structural Study of Myths”
4. C. G. Jung-The psychology of the Unconscious
5. D. D. Kosambi-Myth and Reality
6. Wendy Doniger O’Flaherty- Hindu Myths

**Module V:**

Urban legends; cryptids; mythological cities

Discussion of Batman and Superman (films); Phenomenon of Stone man and Zombies (Films): I am Legend / Dawn of the dead

**Essential Reading:**

1. Legendry and the Rhetoric of Truth by Elliot Oring. Journal of American Folklore, 121(480). 2008
2. Caveat Lector: Fake News as Folklore by Russell Frank. Journal of American Folklore, 128(509). 2015
3. The transmission and persistence of 'urban legends': Sociological application of age-structured epidemic models By Andrew Noymer. Journal of Mathematical Sociology, 25(3). 2001

**Recommended readings**

1. Parallel Myths, J. F. Bierlein (Ballantine 1994)
2. Anthology of Classical Myth, S. Trzaskoma, R. Scott Smith, S. Brunet (Hackett 2004)
3. The Classic Fairy Tales, M. Tatar (Norton 1999)
4. “The Idea of the Hero”, S. Schwartz, The English Journal, vol. 58, no. 1 (1969), 82-86.
5. “The Trickster as Selfish Buffoon and Culture Hero”, M. Carroll; *Ethos*, vol. 12, no. 2 (1984), pp. 105- 131.

**Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10

<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	5	4 x 5 (Better 4 of 5)	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	3	2 x 20 (Better 2 of 3)	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>

<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

## Professional Communication

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course introduces students to contemporary strategies of successful communication in professional contexts. Students will learn how to analyze the audience, situation, and medium to create messages that respond to practical challenges and build productive relationships. Students will also develop sensitivity to language and tone, learn to organize and convey ideas and information, and select the best means to accomplish their intended purposes.

### Course Objectives

1. enhance employability and orient students towards grooming as a professional
2. enhance interpersonal communication skills and develop self-confidence
3. develop sensitivity to language and tone, and learn to organise, convey ideas, and information textually and orally
4. understand how audience and context influence message construction and delivery
5. create professional documents to communicate and produce clear and concise writing

### Course Outcomes

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

1. Understand key concepts and practice the basic skills for communication (L2)
2. Analyse the types and components of office communication strategies (L4)
3. Evaluate the personality factors and social factors that affect professional space (L4)
4. Understand and apply professional writing structure and techniques (L3)
5. Evaluate the relevance of self-readiness for the professional world (L4)

### Module I

**Communication Foundations:** Definition, Meaning and Features of Communication; General, Professional and Technical Communication; Importance of Professional Communication; Types of Communication: Verbal and Nonverbal; Communication Styles: Formal and Informal, Passive, Aggressive, Passive-Aggressive, Assertive; Purposes and Audience: Making First Impression

### Essential Reading:

- Chapter-I: Introduction to Communication Studies - Jones, Richard. Communication in the real world: An introduction to communication studies. The Saylor Foundation, 2013.



- Part-I: Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007

## **Module II**

**Communication Strategies:** Seven C's of Effective Communication; Barriers to Communication; Improving Listening Competence; Effective Interpersonal Communications; Persuasive and Credible Communication: Persuasion vs Manipulation, Credibility in Persuasion, Elements of Credibility, Language of Trust; Speaking Professionally: In-Person, Online and On the Phone

### **Essential Reading:**

- Chapter-II: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.
- Part-VII: Ashman, Melissa. *Introduction to Professional Communications*, 2018.

## **Module III**

**Building Professional Image:** Perceiving and Presenting Self; Building Professional Image on Social Networking Platforms, Etiquettes of using Social Networking Sites; Networking for Career Success: Power of Professional Communities, Explore and Building Personal and Professional Communities; Functions of Professional Communication

### **Essential Reading:**

- Chapter-II: P. Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007.
- Chapter-XIV: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.

## **Module IV**

**Organizational Communication:** Internal and External Communication; Informal and Formal Channels: Letter, Email, Reports; Flow of Communication: Downward, Upward, Lateral and Horizontal; Spoken and Written Communication: Identifying Purposes and Audience; Language Use for Various Situations: Purpose, Word Choice, Conciseness, Medium, Tone and Style

### **Essential Reading:**

- Chapter-II: Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.
- Part-IV: Ashman, Melissa. *Introduction to Professional Communications*. 2018.

## **Module V**

**Working with Others:** Intercultural Communication; Creating Cultural Awareness; Understanding Professional Etiquette; Professional Ethics, Behaviours and Boundaries;

Developing Group Communication, Understanding Group Dynamics, Team Work Environment; Levels of Communication: Personal, Interpersonal, Organizational, Mass communication

### Essential Reading:

- Chapter-I: Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.
- Chapter-X: Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.

### Coursera Course

- Engaging in Persuasive and Credible Communication - National University of Singapore
- Establishing a Professional 'Self' through Effective Intercultural Communication - National University of Singapore

### Suggested Reading

Akua Ahyia Adu-Oppong & Emmanuel Agyin-Birikorang. *Communication in the Workplace: Guidelines for Improving Effectiveness*. GJCMP. Vol.3(5): 208-213. 2014.

Ashman, Melissa. *Introduction to Professional Communications*, 2018.

Dutt, P. Kiranmai, and Geetha Rajeevan. *Basic Communication Skills*. Foundation Books, 2007

Jones, Richard. *Communication in the real world: An introduction to communication studies*. The Saylor Foundation, 2013.

Hamilton, Cheryl. *Communicating for Results: A guide for business and the professions*. Cengage Learning, 2013.

Meyer, Carolyn. *Communicating for Results: A Canadian Student's Guide*. Oxford University Press, 2013.

### Practical/Skill Based Courses (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab Activity/Experiment/ Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	

5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
<b>Executable Task (with 3 components for assessment)</b>				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
<b>15 components of 5 Marks each</b>				<b>75 Marks</b>
<b>End-of-Course Assessment</b>				
Test				15 Marks
Viva-voce				10 Marks

Total	<b>25 marks</b>
<b>Course Total</b>	<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

## Travel Writing

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course examines travel literature as a broad and popular genre of nonfiction prose writing that covers stories of travel, adventure, and exploration. The texts for study and discussion cover a wide range of styles, including the literary, the journalistic, and the conversational, produced by writers from different periods and different parts of the world. Learners would be exposed to travel writing as well as scholarly works on travel literature from books, academic journals, blogs and other web resources. Travel writing is seen as a dynamic and engaging area of study that contributes to cultural learning for integration into our knowledge systems. A workshop module allows learners to apply the knowledge they gain and practice their skills as each of them produces a travel narrative based on personal experience.

### Course Objectives

1. Provide knowledge and insights into travel writing as a literary genre.
2. Help learners develop their ability to critically analyse different kinds of travel narratives.
3. Train learners to discuss the texts studied, present their insights, critique peer presentations, and review peer writing.
4. Equip learners with the strategies to improve their writing skills
5. Enable learners to produce an original travel narrative in the form of creative non-fictional prose

### Course Outcomes

By the end of this course, learners should be able to -

1. read the selected texts and demonstrate their understanding of different kinds of travel writing and the varied purposes of the authors by making classroom presentations (Bloom's Taxonomy Level/s: 2, 3, 4)
2. critically analyse the texts studied, engage in meaningful discussions that examine the texts from various perspectives, and write short essays on specific topics (Bloom's Taxonomy Level/s: 3, 4)
3. provide constructive peer feedback on presentations and papers written as part of the course requirements (Bloom's Taxonomy Level/s: 4, 5)
4. learn, reflect and improve their writing strategies for a creative piece (Bloom's Taxonomy 3,4)
5. produce one original travel narrative based on personal experience (Bloom's Taxonomy Level/s: 3,6)

## Module I

### Introduction

Travel writing: different types - histories, guide books, personal narratives, accounts of exploration and adventure; travel writing as a literary genre; historical perspective and significance: early travel accounts, the era of geographic explorations; scientific, educational, philosophical, and literary value of travel accounts

#### Essential Reading:

Iyer, Pico. (2000, March 18). *Why we travel*. Pico Iyer Journeys. <https://picoiyerjourneys.com/2000/03/18/why-we-travel/>

Battuta, Ibn. *The Court of Muhammed bin Tughlaq* from *City Improbable: An Anthology of Writings on Delhi*. (Ed) Kushwant Singh (2010). Penguin Books. pp 11 - 16

Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra', Chapter 10 in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184

## Module II

### People and places

Facts, perceptions and observations; urge to gain exposure to diverse cultures; migration for living; geographical, cultural, political, economic and other aspects

#### Essential Reading:

Kierman, V. (2006). "Nagadatta" from *Volga to Ganga*. Pilgrims Publishing. Translation of Rahul Sankrityayan's Hindi Book. pp 111 to 128 Available at <https://archive.org/details/VolgaToGanga-English/page/n133/mode/2up>

Orwell, George. Shooting an Elephant. (Essay) Available at <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/shooting-an-elephant/>

Larkin, E. (2006). *Finding George Orwell in Burma* (5th Paperback Edition). Penguin Books. (An excerpt: Prologue)

Tagore, Rabindranath. Letter dated 20 September 1930 from *Letters from Russia*. Viswa Bharati. 1960.

#### Reference Reading:

Grimes, W. (2005, June 10). *Finding George Orwell in Burma*. The New York Times. <https://www.nytimes.com/2005/06/10/arts/finding-george-orwell-in-burma.html>

## Module III

### Identity and representation

The self and the other; women and travel: experiences and unique challenges; the past and the present; the tourist and the locals

**Essential Reading:**

Conlon, F., Emerick, I., & Tessian, H. C. (2001). *A Woman Alone: Travel Tales from Around the Globe*. Seal Press.

Balton, Casey 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and the Other* (Routledge, 2012), pp.1-29

**Module IV**

**The process and the experience**

Travel as a metaphor for life; travel as a transformative experience; insights, opinions, bias and more; different approaches to travel literature; concepts of freedom; ideas of inclusion; acceptance of diversity

**Essential Reading:**

Guevara, C., & Wright, A. (1995). *The Motorcycle Diaries: A Journey around South America*

Stagg, Guy (2018). *The Crossway*. Picador.

**Module V**

**A writing workshop**

Armchair travel; issues and challenges of travel writing in a globalised and digitised world; the internet and the democratisation of publishing through digital technologies

Writing a travel narrative: Storyboard (project planning); writing, editing, proofreading and posting the work; reading and critiquing peer writing; writing a short review of one of the texts.

**Reference Reading:**

Borich, Barrie Jean. "What is Creative Nonfiction?" <http://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/>

Mewshaw, M. (2005). Travel, Travel Writing, and the Literature of Travel. *South Central Review*, 22(2), 2-10. Retrieved April 12, 2021, from <http://www.jstor.org/stable/40039867>

**Activities**

Discussing and critiquing relevant texts; making presentations and writing essays based on critical analysis of texts; planning and producing one original travel narrative; regular peer and instructor feedback

**Suggested Reading**

- Botton, D. A. (2004). *The Art of Travel* (Illustrated ed.). Vintage.
- Farley, D. (2020, October 8). *Ba Le: The History Behind This Hoi An Noodle Dish*. AFAR. <https://www.afar.com/magazine/vietnams-bowl-of-secrets>
- Harris, K. (2019). *Lands of Lost Borders: A Journey on the Silk Road* (Reprint ed.). Dey Street Books.
- Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.
- Moon, W. L. H., & Heat-Moon, W. L. (1999). *Blue Highways: A Journey into America* (1<sup>st</sup> Back Bay pbk. ed). Back Bay Books.
- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*. Westland, 2013
- Pastan, L. (2012). *Traveling Light: Poems* (1st ed.). W. W. Norton & Company.
- Sebald, W. G., & Hulse, M. (2016). *The Rings of Saturn* (Reprint ed.). New Directions.
- Singh, K. (2001). *City Improbable: An Anthology of Writings on Delhi*. Viking.
- Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young (Cambridge: CUP,2002) pp, 225-241
- Twain, Mark. *The Innocents Abroad*. Available at <https://www.gutenberg.org/files/3176/3176-h/3176-h.htm>

**Practical/Skill Based Courses (100% Continuous Evaluation)**

S. No.	Schedule	Assessment Component	Marks	Total Marks
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	



6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
<b>Executable Task (with 3 components for assessment)</b>				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
<b>15 components of 5 Marks each 15x5</b>				<b>75 Marks</b>
<b>End-of-Course Assessment</b>				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	<b>25 marks</b>
			<b>Course Total</b>	<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

## Understanding Second Language Acquisition

**Course Code:**

**Course Type:** Programme Elective

**Course Level:** 300

**Prerequisite:** English Language Education: Concepts and Practices

**Credits:** 4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course will prepare the students to understand the process of acquiring the second language and aspects of learning English and take informed decisions to handle their language acquisition/learning and learning contexts, analyze the relevance of language teaching and testing materials, understand patterns in the use of the second language and the errors thereof across learners of different age groups and different first languages.

### Course Objectives

This course aims to help students to;

- Understand the process of language acquisition (1 and 2)
- Compare the learning/acquisition of L1 and L2 (2 and 3)
- Understand and apply the theories of language acquisition to real time learning (3)
- Analyse the issues and prospects of bi/multilingual learners (2 and 3)
- Critically relate their understanding of L1 and L2 language learning theories in diverse classroom (3 and 4)

### Course Outcomes

- Understand the difference between first language and second language
- Reflect on and relate the overview of language development of a child
- analysing and understanding the aspect of a bilingual learner, factors like MTI and related concepts
- Analyse and compare various schools of SLA theories
- Analyzing and relating affective factors of bilingual and linguistically diverse/deprived learners

### Module I

**Key Concepts in SLA:** Understanding first and second language, understanding distinctions and overlaps between acquisition and learning; Understanding theories of language acquisition; Overview of the stages of a child's language acquisition process; understanding Role of Universal Grammar & different models; Age and Critical Period Hypothesis. SL learning and instruction.

### Essential Reading:

White, L. (1996). Universal Grammar and second language acquisition: current trends and new directions. In Ritchie, W and Bhatia, T. (eds). *Handbook of Second Language Acquisition*. San Diego: Academic Press, pp 85- 120.

White, L. (1990). Second language acquisition and Universal Grammar', *Studies in Second Language Acquisition*, 12, pp 121-133.

Tavakoli, H (2013). *A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*, Rahnama Press.

## **Module II**

**Theories of Language Acquisition:** Behaviouristic approach to language acquisition, Cognitivist approach to language acquisition, constructivist theory of language acquisition, understanding psycho-linguistic approach to SLA, Krashen's Hypothesis: Input Hypothesis, input- intake- output, Role of natural vs. classroom contexts.

### **Essential Reading:**

Archibald, J. (2020). *Second Language Acquisition and Linguistics Theory*, Blackwell, Pp 130-155

Hummel, K. M. (2013), *Introducing Second Language Acquisition: Perspectives and Practices*, Wiley .

Krashen, S. (1994). The Input Hypothesis and its rivals, in Ellis, N. (ed.) *Implicit and Explicit Learning of Languages*, Academic Press, London (Chapter-1)

## **Module III**

**Understanding the Bilingual learner:** Bilingualism and the bilingual learner of a second language, the state of Interlanguage, Mother Tongue Influence on SLA, Scaffolding, acculturation and Fossilization, theories of competence and performance: communicative competence, linguistic competence, socio-linguistic competence, strategic competence in relation to L2 learning, understanding the Dual-iceberg theory.

### **Essential Reading:**

Baker, C., & Prys Jones, S. P. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, UK: Multilingual Matters. (Chapter 1)

Ortega, L. (2013). *Understanding Second Language Acquisition*. Chapter 3. Routledge: New York.

Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language learning journal*, 28(1): 29-39.

## **Module IV**

**Language and Cognition:** Understanding cognition as a faculty, cognitive processing (input-intake-output), stages of Bloom's Taxonomy, Socio-cultural theory of learning, Second language learning and language transfer; Role of cross-linguistic factors: familiarity, exposure, output, errors, cultural variations; formation of pidgin and creole

### **Essential Reading:**

Mitchell, R. & Myles, F. (1996). *Second Language Learning Theories*. Chapter 4. Hodder Arnold: London

Peggy A. Ertmer and Timothy J. Newby. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*, 26 (2) Pp 43 – 71.

Susan Gass, Jennifer Behney, Luke Plonsky (2013), *Second Language Acquisition: An Introductory Course*, Routledge.

### **Module V**

**Factors affecting Language acquisition and Learning:** Relevance of Cognitive factors and affective factors to stages of learning; Attitude, self-esteem, Aptitude, Motivation, learning environment, exposure, Learning strategies, Individual difference; Role of non-linguistic factors; Role of society/community in SL learning; Role of classroom instruction-explicit and implicit instruction.

### **Essential Reading:**

Dornyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589–630). Oxford: Blackwell.

### **Suggested Readings:**

Atkinson, D. (2011b). 'Introduction: cognitivism and second language acquisition' in Atkinson, D. (ed.).

Ellis, R. (1985), *Understanding second language acquisition*, OUP

Ellis, R. & Roberts, C. (1987), 'Two approaches for investigating second language acquisition', in Ellis, R. (ed.), *Second Language Acquisition in Context*, Oxford, Pergamon

White, L. (2000), *Second language acquisition: from initial stage to final stage*, in J.A.

Doughty, C., & Long, M. (Eds.) (2003). *The handbook of second language acquisition*. Maldin, Oxford, Melbourne, and Berlin: Blackwell.

Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press, Oxford.

Krashen, S. (1980), The input hypothesis. In Alatis, J. (ed.) *Current issues in bilingual education*, pp. 168-80. Georgetown University Press, Washington, D.C.

Krashen, S. (1985). *The Input Hypothesis: issues and implications*. Longman, New York

Krashen, S. (1991), 'The input hypothesis: an update', in J. Alatis (ed.), *Georgetown Round Table*, Washington DC, USA; 409-431

Larsen-Freeman, D. & Strom, V. (1977) The construction of a second language acquisition index of development. *Language Learning* 27:123-34

Larsen-Freeman, D. & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. Longman, London & New York.

Wong Fillmore, L. (1979). Individual differences in second language acquisition. In C. Fillmore, D. Kempler & W. Wang (eds). *Individual Differences in Language Ability and Language Behaviour*. New York: Academic Press.

## Assessment Pattern and Evaluation

**Theory Courses: 70-30 pattern**  
**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	<b>Quiz 1</b>	<b>Module 1</b>	
	<b>Quiz 2</b>	<b>Module 2</b>	
	<b>Quiz 3</b>	<b>Module 3</b>	
	<b>Quiz 4</b>	<b>Module 4</b>	
	<b>Quiz 5</b>	<b>Module 5</b>	
<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	<b>Test/Assessment 1</b>	<b>Module 1</b>	
	<b>Test/Assessment 2</b>	<b>Module 2</b>	
	<b>Test/Assessment 3</b>	<b>Module 3</b>	
	<b>Test/Assessment 4</b>	<b>Module 4</b>	
	<b>Test/Assessment 5</b>	<b>Module 5</b>	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is	<b>Test/Assessment 1</b>	<b>Module 1 and first half of Module 2</b>	

conducted after the completion of the specified portion of the syllabus	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**

# Transmedia Storytelling

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

## Course Description

Transmedia storytelling is the practice of designing, sharing, and participating in a cohesive story experience across multiple traditional and digital delivery platforms - for the purposes of entertainment, advertising and marketing, and social change. The course aims at gaining an understanding of leading industry storytelling practices in contemporary culture using digital and emerging technologies. This course will help to design a strategy for developing and telling your own transmedia story.

## Course Objectives

The course aims to

1. Introduce to the concept of transmedia and transmedia storytelling
2. Provide an overview of the strategies of storytelling
3. Understand and critically analyse the aspects of storytelling
4. Explore the concept of transmedia audience and strategies to engage with them successfully
5. Equip the students with the strategies to understand and analyse user experience

## Course Outcomes

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

1. Understand the concept of storytelling across various medias (Bloom's Taxonomy Levels 1 & 2)
2. Structure and shape ideas into structured narratives and complex story worlds (Bloom's Taxonomy Levels 4, 5 & 6)
3. Identify, understand, and engage different audiences in transmedia stories (Bloom's Taxonomy Levels 2 & 3)
4. Create cohesive user experiences across different platforms (Bloom's Taxonomy Level 5)
5. Analyse and evaluate existing and emerging technologies vis-a-vis platforms sharing the story with the world (Bloom's Taxonomy Levels 4 & 6)

## Course Content

### Module I: Defining Transmedia Storytelling?

The anatomy of story and the importance of developing a narrative,

Use of different technologies

Some examples of contemporary transmedia storytelling.

#### Essential readings

- Ryan Javanshir , Beth Carroll, David Millard. (2020) **Structural patterns for transmedia storytelling** (<https://doi.org/10.1371/journal.pone.0225910>)
- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0225910>
- Scolari C. A., “Transmedia Storytelling: Implicit Consumers, Narrative Worlds, and Branding in Contemporary Media Production,” vol. 3, pp. 586–606, 2009.
- [http://henryjenkins.org/blog/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/blog/2007/03/transmedia_storytelling_101.html)

This module is accompanied with some videos available online.

### Module II: Creative Ideas Generation - Building a Storyworld

Creative thinking techniques to help develop a cohesive and rich story narrative.

Models of creative thinking, along with different tools and techniques that can help expand narrative into a storyworld

#### Essential reading

- M. Ryan and J. Thon, *Introduction*. “Story worlds across Media Storyworlds across Media,” 2014
- L. Klastrup and S. Tosca, “Transmedial worlds—Rethinking cyberworld design Transmedial Worlds—Rethinking Cyberworld Design,” no. December 2004, 2014.
- Herman, D. (2013). Approaches to narrative worldmaking. In *Doing narrative research* (pp. 176-196). SAGE Publications, Ltd, <https://www.doi.org/10.4135/9781526402271>

### Module III: Understanding a Transmedia Audience

Different audiences that engage with elements of a transmedia experience

This module explores the concepts of ethnography and participatory design as a means of identifying, engaging, and learning from your audience, to help you to focus your strategy to better meet their needs.

#### Essential readings

- Maud Derbaix, Dominique Bourgeon-Renault, Elodie Jarrier, Christine Petr. Transmedia Experience and Narrative Transportation. Journal of Marketing Trends, International Marketing Trends Conference, 2017, 4 (2), pp.39-48.
- A. Phillips, A creators guide to transmedia storytelling: how to captivate and engage audiences across multiple platforms. McGraw-Hill Education, 2012



## **Module IV: The Transmedia User Experience**

Strategies to capture people's imagination and continue to engage them in multiple facets of the larger storyworld

Designing a transmedia strategy at the convergence of narrative, audience, and technology and the effect of these three on the strategy

Frameworks to design and evaluate engaging, persuasive and enjoyable transmedia user experiences.

### **Essential readings**

- A. Phillips, A creator's guide to transmedia storytelling: how to captivate and engage audiences across multiple platforms. McGraw-Hill Education, 2012
- Sienna Sun, Transmedia storytelling and service
- [https://medium.com/@siennasun\\_80451/transmedia-storytelling-and-service-design-bc653f279483](https://medium.com/@siennasun_80451/transmedia-storytelling-and-service-design-bc653f279483)

## **Module V: Using Creative Technologies**

Evaluation and design strategies for different technologies in a transmedia storytelling context.

creative uses of technology in storytelling, and exploring how emerging digital technologies such as virtual reality (VR) and augmented reality (AR) are creating new possibilities for narrative personalisation and audience immersion in a story.

### **Essential Reading**

- Melanie Schiller, Transmedia Storytelling: New Practices and Audiences in Stories edited by Ian Christie and Annie van den Oever. Amsterdam University Press

### **Recommended Reading**

Jenkins, Henry (2007). "Transmedia Storytelling 101." The official weblog:[http://henryjenkins.org/blog/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/blog/2007/03/transmedia_storytelling_101.html)

Jenkins, Henry (2007). "Transmedia 202: Further Reflections." The official weblog:[http://henryjenkins.org/blog/2011/08/defining\\_transmedia\\_further\\_re.html?rq=radical%20intertextuality](http://henryjenkins.org/blog/2011/08/defining_transmedia_further_re.html?rq=radical%20intertextuality)

Jenkins, Henry (2007). Convergence Culture: Where Old and New Media Collide. New York University Press.

Scaff, Julian (2014). "UX Design Thinking for Transmedia." The official weblog:<https://jscaff.com/2014/10/14/ux-design-thinking-for-transmedia-by-julian-scaff/>

Sienna Sun, Transmedia storytelling and service  
[https://medium.com/@siennasun\\_80451/transmedia-storytelling-and-service-design-bc653f279483](https://medium.com/@siennasun_80451/transmedia-storytelling-and-service-design-bc653f279483)

**Practical/Skill Based Courses (100% Continuous Evaluation)**

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each 15x5				75 Marks
End-of-Course Assessment				

Test	15 Marks
Viva-voce	10 Marks
Total	<b>25 marks</b>
<b>Course Total</b>	<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**

## English Language Learning Through Technology

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

This course explores the use of technology in the English language classroom. It aims to utilize the current technological applications and integrate them for the improvement of English language learning, professional communication and collaboration.

### Course Objectives

1. To acquire knowledge, skills and abilities necessary to explore technology and its integration in the English language classroom.
2. To introduce students to different technology enabled tools and get equipped with a technology enriched learning environment.
3. To enhance practical application of technology skills in the English language classroom that is reflective of improving learners' LSRW Skills, Grammar and Vocabulary Development.
4. To explore and learn assessments and evaluation also to achieve competence in English language for respective career domains.
5. To train students in investigating, evaluating and utilizing contemporary digital tools to support learning in a professional as well as friendly environment.

### Course Outcomes

Upon successful completion of this course, learners will be able to

1. apply different online resources for improving listening skills and speaking skills and utilize them for professional communication. (Bloom's Taxonomy Level 3)
2. discover, and analyze the use of appropriate grammar and vocabulary activities to promote creativity and fun learning in the language classroom. (Bloom's Taxonomy Levels 2 & 3)
3. recognize the ways to critically evaluate appropriate reading texts and also incorporate collaborative writing tasks to be successful in the digital society. (Bloom's Taxonomy Levels 4 & 5)
4. to understand the assessments and evaluation and gain proficiency in English language skills for successful career prospects. (Bloom's Taxonomy Levels 1 & 2)
5. investigate, evaluate and effectively utilize current and emerging digital tools to support learning in a legal, ethical and safe environment. (Bloom's Taxonomy Levels 3, 4, 5 & 6)

## **Unit I**

### **Understanding Digital Learning Environment**

Information and Communication Technology (ICT); ICT in learning English; Advantages and disadvantages of ICT in English language learning; Learner Characteristics, Skill Requirements; Netiquette Guidelines, Ethical Issues and Privacy Concerns

#### **Essential Reading:**

- Babak Ghasemi A, Masoud Hashemi (2011), ICT: Newwave in English language learning/teaching, *Procedia Social and Behavioral Sciences*, 15, 3098-3102.
- Alma Mintu-Wimsatt, Alma Mintu-Wimsatt, Hector R. Lozada (2010), Netiquette: Make it Part of Your Syllabus, *MERLOT Journal of Online Learning and Teaching*, Vo. 6 (1), 264-267.

## **Unit II**

### **Virtual Classroom Practices**

Hybrid Learning Environment, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), Massive Open Online Courses (MOOC), Open Educational Resources (OERs), Learning Management System (LMS), Synchronous and Asynchronous Learning, Web 2.0 Tools.

#### **Essential Reading:**

- Philip Hubbard (2020), An Invitation to CALL, Foundations of Computer Assisted Language Learning, Unit 1, Linguistics Department, Stanford University.
- Langer de Ramirez (2010), Empower English Language Learners with Tools of the Web, (Chapter 1), Sage Publications.
- Larry Ferlazzo (2016), “All-Time” Best Web Tools For English Language Learners, [www.britishcouncil.org](http://www.britishcouncil.org).

## **Unit III**

### **Focus on Language Skills (Listening, Speaking and Vocabulary)**

Language Learning through Digital Storytelling, Digital Presentations, Voice Threads, Virtual Conference, Teleconferencing, Digital Vocabulary, E-dictionaries, Podcast, Vodcast, Ted-talk, Music, Movies, Gamification.

#### **Essential Reading:**

- David Crystal (2007), *Language and the Internet*, Chapter 5, Cambridge University Press.
- Peterson, E. (2010). *Internet-based Resources for Developing Listening*. *Studies in Self-Access Learning Journal*, 1 (2). 139-154.

## **Unit IV**

### **Focus on Language Skills (Reading, Writing and Grammar)**

Language Learning through Digital Text, Digital Writing, Discussion Boards/ Forums; Interactive Whiteboard, Visual Data and Reporting, Collaborative Writing Tasks, Automated Writing Evaluation.

### **Essential Reading:**

- Godwin-Jones, R. (2008). Emerging technologies - Web-writing 2.0: Enabling, documenting, and assessing writing online. *Language Learning and Technology*, 12(2), 7-13.
- Suzanne Julian, Digital texts and Reading Strategies, Tips and Trends, Instructional Technologies Committee, Spring 2018.

### **Unit V**

#### **Assessing Language skills**

Language Assessments/ Tests/ Quizzes in the Digital Age; Computer Assisted Language Testing (CALT); Internet Based Testing (IBT); English Proficiency Tests: TOEFL, IELTS, Cambridge ESOL Examinations; e-Portfolios.

### **Essential Reading:**

- Bob Godwin-Jones (2001), *Emerging Technologies: Language Testing Tools and Technologies*, *Language Learning and Technology*, Vo. 5 (2), 8-13, Commonwealth University.
- Nick Clark, Testing English as a Foreign Language for University Admissions, *World Education News & Reviews*, Oct. 1, 2014.
- Study Abroad: What Are English Language Proficiency Tests, *NDTV Education*, July 17, 2017.

### **Suggested Reading:**

Jung, Sei-Hwa (2006). *The Use of ICT in Learning English As An International Language*.

Thorne, S. L. *Mediating Technologies and Second Language Learning*. In J. Coiro, M. Warschauer, Mark and Carla Meskill. "Technology and Second Language Teaching." *Handbook of Undergraduate Second Language Education*. New Jersey: Lawrence Erlbaum, 2000. 303-18. Print.

Connect Safely.org—a forum for parents, teens, experts to discuss safe socializing on the fixed and mobile Web: [www.connectsafely.org](http://www.connectsafely.org)

Sutherland, Rosamund, Using computers to enhance learning: integrating ICT into everyday classroom practice.

Carole A. Chapale (2019), The Handbook of Technology and Second Language Teaching and Learning, Wiley-Blackwell.

Sharma, P. & Barret, B. (2007). Blended learning: Using technology in and beyond the language classroom, Macmillan.

Gitsaki, C. & Taylor, R. P. (2000), Internet English: WWW-based communication activities. New York: OUP.

David Blakesley (2011), Writing: A Manual for the Digital Age, Brief, Wadsworth Publishing Co Inc.

Lily I-Wen Su, Cyril J. Weir, et al. (2019), English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts, Routledge.

### **Practical/Skill Based Courses (100% Continuous Evaluation)**

<b>S. No.</b>	<b>Schedule</b>	<b>Assessment Component</b>	<b>Marks</b>	<b>Total Marks</b>
<b>Assessments at the end of each task/activity/experiment</b>				
1	At the end of each lab Activity/Experiment/ Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	

<b>Executable Task (with 3 components for assessment)</b>				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
<b>15 components of 5 Marks each 15x5</b>				<b>75 Marks</b>
<b>End-of-Course Assessment</b>				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	<b>25 marks</b>
			<b>Course Total</b>	<b>100</b>

**Note:**

**Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee**



## Introduction to Bilingualism

**Course Code:**

**Course Type:**Programme Elective

**Course Level:**300

**Prerequisite:**None

**Credits:**4

L	T	P	S	J	C
4	0	0	0	0	4

### Course Description

The course seeks to provide a general introduction to bilingualism and bilingual education. It covers the rationale, principles, and applications of a bilingual philosophy of learning, and considers cognitive, social, and political aspects of bilingualism. The course will also examine how bilingualism is defined and developed. It also, focusses on the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for bilinguals and society as a whole.

### Course Objectives:

- To provide foundations on concepts of bilingual education
- To help students understand the development of bilingualism
- To create an awareness of types of bilingualism and its framework and cognition
- To examine the sociolinguistic perspective on how society can contribute to, or hinder, bilingualism
- To create an awareness on issues of language planning and language policy that can affect bilinguals and bilingualism

### Course Outcomes

Upon successful completion of this course, learners will be able to

- Demonstrate distinction between bilingualism as an individual characteristic and bilingualism in a social group, community, region or country
- Outline the different major routes to becoming bilingual and understand some of the central issues involved
- Demonstrate an understanding of the types and processes of a bilingual's cognition and the theoretical frameworks for bilingual education today
- Analyze the significance of language communities, language contact, language change and language conflict
- Understand concepts, principles and ideologies and analyze the importance of language policies and planning in bilingual education

## **Module 1: Foundations of bilingual education**

Definitions & characteristics; Bilingual ability: four language abilities: minimal, maximum and balanced bilinguals; Two views of bilinguals: Semilingualism/Double Semilingualism; Conversational fluency and academic language competence; Geopolitics and language orientations

### **Learning Outcomes:**

At the end of this Module, students will be able to:

- define and understand the characteristics of bilingual education
- differentiate different views of bilinguals and their abilities
- demonstrate understanding of language orientations

Essential Reading:

Chapter I: Bilingualism: Definitions & Distinctions. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg.15-29

Part I: 1. Introducing Bilingual education. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg.16-25

## **Module 2: Development of bilingualism**

Types of childhood bilingualism; Simultaneous acquisition of bilingualism; One parent families and bilingualism; Stages of development; Sequential acquisition of bilingualism; Language constructions: the state, globalization; Linguaging and languages: dialects, Pidgins and creoles; Language in school: characteristics, reason

### **Learning Outcomes:**

At the end of this Module, students will be able to:

- differentiate types of bilingualism
- classify the two routes to bilingualism
- determine the complex role of languages and schools

Essential Reading:

Chapter V: The Development of Bilingualism. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg. 98-121

Part II: 2. Linguaging and Education. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg. 27-39

## **Module 3: Cognition, Frameworks and Types**

Bilingualism and Intelligence; Bilingualism and the brain; Bilingualism, divergent and creative thinking; Bilingual education models; Bilingual education theoretical frameworks; Frameworks and principles: Bilingual education types: principles; Deaf bilingual education

### **Learning Outcomes:**

At the end of this Module, students will be able to:

- analyze the relationship between intelligence and bilingualism
- identify four theoretical frameworks for the development of bilingual education
- identify different types of bilingual programs and its benefits

Essential Reading:

Chapter VII: Bilingualism and Cognition. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg. 147-160

Part III: 6. Bilingual Education: Frameworks and Types. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg. 86-103

#### **Module 4: Sociopolitics of Bilingualism**

Languages in society: diglossia, transglossia; Endangered languages: Language maintenance, shift, revitalization: Language decline and death: Language ideologies: language and identity: Language policy as right and resource

#### **Learning Outcomes:**

At the end of this Module, students will be able to:

- identify the relationship between diglossia and bilingualism in different social contexts
- determine the significance of language maintenance revitalization and reversing language shift
- recognize the connection between language and identity

Essential Reading:

Chapter III: Languages in Society. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg. 55-79

Part II: 4. The Sociopolitics of Bilingualism. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg. 61-73

#### **Module 5: Language Policy and Planning**

Politics of bilingualism: three perspectives on languages; Language orientations of different minority groups; Assimilation; Pluralism; Maintaining ethnic identity; Heteroglossic bilingual education policy; Policies for development of minority languages; Policies for Plurilingualism across and within groups; Policies for multiple languages

#### **Learning Outcomes:**

At the end of this Module, students will be able to:

- differentiate the three perspectives on languages which depict variations among people
- determine how heteroglossic beliefs impact on the planning of different types of bilingual programs

- identity the importance of drawing upon community resources and involve diverse stakeholders to design a program that will prepare a culturally rich, linguistically competent and a socially sensitive individual to actively participate in an increasingly global economy

### **Essential Reading:**

Chapter XVIII: The Politics of Bilingualism. Colin Baker - Foundations of Bilingual Education and Bilingualism, 2001. Pg. 380-413

Part II: XI. Heteroglossic Bilingual Education Policy. Ofelia Garcia - Bilingual Education in the 21st Century-A Global Perspective, 2009. Pg. 178-203

### **Required Textbooks:**

1. Foundations of Bilingual Education and Bilingualism, Colin Baker, Multilingual Matters
2. Bilingual Education in the 21st Century: A Global Perspective, Ofelia Garcia, Wiley-Blackwell

### **Assessment Pattern and Evaluation**

**Theory Courses: 70-30 pattern**

**(70% Continuous Evaluation & 30% End-of-Semester Examination)**

<b>Mode of Test</b>	<b>Number of Tests/ Assessments</b>	<b>Marks consideration</b>	<b>Total Marks &amp;</b>
<b>Quiz</b>	<b>5</b>	<b>4 x 2.5 (Better 4 of 5)</b>	<b>10</b>
<b>Schedule</b> Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	

<b>Short Answer Test/ Assessment/Presentation/ Task-based Assessment</b>	<b>5</b>	<b>4 x 5 (Better 4 of 5)</b>	<b>20</b>
<b>Schedule</b> This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
<b>Long Answer Test/Mid Term Assessments</b>	<b>3</b>	<b>2 x 20 (Better 2 of 3)</b>	<b>40</b>
<b>Schedule</b> This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
<b>Continuous Evaluation Total</b>			<b>70</b>
<b>External (End-of-Semester) Examination</b>			<b>30</b>
<b>Total</b>			<b>100</b>

**Note:**

**Specific question types for each test/assessment will be decided by the course committee**