# NATIONAL INSTITUTE OF TECHNOLOGY, TIRUCHIRAPPALLI



## M.A. English

## Curriculum Effective from 2024-25

## DEPARTMENT OF HUMANITIES & SOCIAL SCIENCES

**VISIONOFTHEINSTITUTE**

☐ To be a university globally trusted for technical excellence where learning and research integrate to sustain society and industry.

**MISSIONOFTHEINSTITUTE**

☐ To offer undergraduate, postgraduate, doctoral and modular programmes in multi-disciplinary / inter-disciplinary and emerging areas.

☐ To create a converging learning environment to serve a dynamically evolving society.

☐ To promote innovation for sustainable solutions by forging global collaborations with academia and industry in cutting-edge research.

☐ To be an intellectual ecosystem where human capabilities can develop holistically.

**Vision of the Department**

• To provide a comprehensive education in English Language and Literature, tracing its history and development through state-of-the-art pedagogy and research.

**Mission of the Department**

• To enrich students' understanding of English Language and Literature.
• To develop communication, critical thinking, and research skills.
• To prepare students for successful careers and a lifelong appreciation of learning.
• To instill ethical values, principles, and practices.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

**Graduates will contribute to the**

| | |
|---|---|
| **PEO1** | **Advancement of knowledge and understanding of the English language and its literature.** |
| **PEO2** | **Development of cutting-edge research, scholarship, and academic reading writing.** |
| **PEO3** | **Accomplishment of interdisciplinary collaborative projects and sustainable competencies.** |
| **PEO4** | **Achievement of human intellectual capabilities and well-being** |

## PROGRAMME OUTCOMES (POs)
**Graduates will be able to,**

| | |
|---|---|
| **PO1** | **Pursue careers in education, publishing, and media, and further academic study and research.** |
| **PO2** | **Attain proficiency in communication, creativity, critical thinking, and analytical skills in specific domains.** |
| **PO3** | **Contribute original research in various literary genres and literary texts in Eastern and Western traditions.** |
| **PO4** | **Apply effective approaches and methods of English language teaching and fundamental principles and techniques of language assessment** |
| **PO5** | **Demonstrate an in-depth understanding of major literary theories, concepts, debates, and practitioners** |
| **PO6** | **Discern the relationship between culture and society, through historical and contemporary interactions.** |
| **PO7** | **Contribute to the advancement of knowledge and understanding of translation and its role in shaping social understanding.** |
| **PO8** | **Master the advanced skills in writing, reporting, research, and critical thinking** |
| **PO9** | **Appreciate the comprehensive new humanities critical theory, with interdisciplinary approaches in language and literature** |
| **PO10** | **Acquire language properties, prosodic and stylistic features through studying literature.** |

| PO11 | Develop a profound knowledge of language theories and a diverse range of linguistic phenomena. |
|------|-----------------------------------------------------------------------------------------------|
| PO12 | Accomplish the rhetoric of reading and writing to enhance cognitive abilities. |

**Note: Programm upto three additional POs.**

*Note: Modify the Pos based on the department requirements*

## CURRICULUM FRAMEWORK / FLEXIBLE CURRICULUM / NEP 2020 / M.A.

| Components | Number OfCourses | Number OfCredits | SenateSuggestions |
|---|---|---|---|
| Programme Core(PC) | 14 courses (3 credits) 3 courses (4 credits) | 54 | 4 or 3 credits can be the combination of Programme Core (PC) and Programme Elective (PE) |
| Programme Elective (PE) | 3 courses (3 credits) | 9 | |
| Essential Laboratory Requirements (ELR) | - | - | 2 Credits / ELR (If the department opts for 2Essential Laboratory Requirements (ELR) per year, totalling 4credits, the remaining 2 credits can be allocated to P Cor PE courses) |
| Internship / Industrial Training / Academic Attachment (I/A) | 1 | 2 | - |
| Open Elective (OE) /Online Course (OC) | 1 | 3 | Open Elective (OE)/ Online Course (OC) can be completed between1–4 semester |
| Project Phase-I | 1 | 12 | - |
| Project Phase-II | - | - | - |
| **Total** | **20** | **80** | **-** |

# CURRICULUM

## SEMESTER I

| Code | Course of Study | Credit |
|------|-----------------|--------|
| HS603 | Language and Linguistics | 3 |
| HS605 | Indian Writing in English | 3 |
| HS607 | Renaissance to Neoclassical Literature | 3 |
| HS609 | Romantic and Victorian Literature | 4 |
| HS617 | English Language Teaching | 4 |
| | Elective – 1 | 3 |
| | Total | 20 |

## SEMESTER II

| Code | Course of Study | Credit |
|------|-----------------|--------|
| HS602 | Modern Literature | 3 |
| HS614 | English for Specific Purposes | 4 |
| HS606 | Postmodern Literature | 3 |
| HS608 | Language through Literature | 3 |
| HS610 | Reading, Writing and Cognition | 3 |
| | Elective – 2 | 3 |
| | Total | 19 |

## SUMMER TERM (evaluation in the III semester)

| Code | Course of Study | Credit |
|------|-----------------|--------|
| | Internship / Industrial Training / Academic Attachment (I/A) (6 weeks to 8weeks) | 2 |
| | Total | 2 |

## SEMESTER III

| Code | Course of Study | Credit |
|------|-----------------|--------|
| HS615 | Biolinguistics | 3 |
| HS613 | Second Language Acquisition | 3 |
| HS619 | Translation Studies | 3 |
| HS621 | Introduction to Cultural Studies | 3 |
| HS623 | American Literature | 3 |
| | Elective – 3 | 3 |
| | Total | 18 |

## SEMESTER IV

| Code | Course of Study | Credit |
|------|-----------------|--------|
| HS612 | Literary Theory and Aesthetics: East and Wes | 3 |
| HS604 | Research Methodology | 3 |

| HS647 | Project | 12 |
|---|---|---|
| | **Total** | 18 |

## OPEN ELECTIVES (OE) /ONLINE COURSE (OC) (To be completed between I to IV semester)

| SI. No. | Code | Course of Study | Credit |
|---|---|---|---|
| 1. | | **NPTEL** | 3 |

## PROGRAMMEELECTIVES (PE)

| SI. No. | Code | Course of Study | Credit |
|---|---|---|---|
| 1. | HS611 | Technical Communication | 3 |
| 2. | HS616 | Language Learning and Teaching | 3 |
| 3. | HS618 | Comics and Graphic Storytelling | 3 |
| 4. | HS620 | Health Humanities | 3 |
| 5. | HS622 | Film Studies | 3 |
| 6. | HS624 | Introduction to Cognitive Sciences | 3 |
| 7. | HS625 | Elements of Literature | 3 |
| 8. | HS626 | Communicative Language Teaching | 3 |
| 9. | HS627 | Critical Discourse Analysis | 3 |
| 10. | HS628 | Journalism and Media Studies | 3 |
| 11 | HS631 | The Neuroscience of Reading | 3 |
| 12 | HS632 | Language and the Human Brain | 3 |
| 13 | HS633 | Learning, Memory and Cognition | 3 |
| 14 | HS634 | Assessment and Teaching of 21st Century Skills Education | 3 |
| 15 | HS635 | Applied Linguistics and language pedagogy | 3 |
| 16 | HS636 | Research Methodology in Applied Linguistics | 3 |
| 17 | HS637 | Introduction to Theories for the Humanities | 3 |
| 18 | HS638 | Texts and Contexts in Gender Studies | 3 |
| 19 | HS639 | Visual Cultural Studies Using Film and Media | 3 |
| 20 | HS640 | Introduction to Graphic Medicine | 3 |
| 21 | HS641 | Cultural Politics, Ideologies, and Representation | 3 |
| 22 | HS642 | Artificial Intelligence in English Language Education | 3 |

| 23 | HS643 | Teaching English to Young Learners | 3 |
|----|-------|-----------------------------------|---|

**OPEN ELECTIVES (OE) (List some courses from Programme Electives,  that will be Open Electives for other Specialization, if it is offered as Programme Elective for the respective specialization)**

| Sl. No. | Code | Course of Study | Credit |
|---------|------|-----------------|--------|
| 1. | HS611 | Technical Communication | 3 |

**MICRO CREDITS (MC)  (Students can opt 3 courses of 1  credit (4weeks) each as micro credits instead of 1 OE/OC)**

| Sl. No. | Code | Course of Study | Credit |
|---------|------|-----------------|--------|
| 1. | | | |
| 2. | | | |

**COURSE OUTCOME AND PROGRAMME OUTCOME MAPPING**

**PROGRAMME CORE (PC)**

Course Outcomes: On successful completion of the course, students will be able to:

| Course Code | CourseTitle | CO | Course outcomes At the end of the course student will be able to | PO 1 | Po 2 | Po 3 | Po 4 | Po 5 | Po 6 | Po 7 | Po 8 | Po 9 | Po 10 | Po 11 | Po 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HS603 | Language and Linguistics | CO1 | demonstrate knowledge of basic processes behind language production. | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | 3 | 3 | 2 |
| | | CO2 | define and analyse linguistic materials in terms of syntax, morphology and semantics with appropriate examples. | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | 3 | 3 | 2 |
| | | CO3 | apply their theoretical knowledge to various fields of Applied Linguistics. | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | 3 | 3 | 2 |
| | | CO4 | | | | | | | | | | | | | |
| HS605 | Indian Writing in English | CO1 | Understand how English has adapted to the literary imaginations of the country | 2 | 3 | 3 | - | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| | | CO2 | Demonstrate familiarity with major writers and their works | 2 | 3 | 3 | - | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| | | CO3 | Enunciate a nuanced comprehension of the position of English in India vis-à-vis Bhasha Literatures. | 2 | 3 | 3 | - | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS607 | Renaissance to Neoclassical Literature | CO1 | Identify key writers, literary trends and movements of the Renaissance and Neoclassical periods of English literature. | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO2 | have a broad view of the major changes in sensibility and ideology characterizing the period | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO3 | engage with and contribute to the critical discourse on major literary works of the period. | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS609 | Romantic and Victorian Literature | CO1 | identify key writers, literary trends and movements of the Romantic and Victorian eras. | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO2 | have a broad view of the major changes in sensibility and ideology characterizing the period. | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO3 | engage with and contribute to the critical discourse on major literary works of the period. | 3 | 3 | 2 | 2 | 2 | 3 | - | 2 | 1 | 2 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS617 | English | CO1 | Use the theories to develop and adapt appropriate approaches to | 2 | 3 | - | 3 | - | 1 | - | 2 | 1 | - | 3 | 2 |

| Code | Course | CO | Description | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Language Teaching | | teach English | | | | | | | | | | | | |
| | | CO2 | Manage classroom situations, design syllabus, and develop materials | 2 | 3 | - | 3 | - | 1 | - | 2 | 1 | - | 3 | 2 |
| | | CO3 | Create question papers, develop assessment rubrics and evaluate transcripts | 2 | 3 | - | 3 | - | 1 | - | 2 | 1 | - | 3 | 2 |
| | | CO4 | | | | | | | | | | | | | |
| HS602 | Modern Literature | CO1 | Familiar with various social, cultural and intellectual movements of modernist age | 2 | 1 | 2 | - | 3 | 3 | - | 1 | 3 | 2 | - | - |
| | | CO2 | Enunciate a critical discourse on the major literary works of modernism. | 2 | 1 | 2 | - | 3 | 3 | - | 1 | 3 | 2 | - | - |
| | | CO3 | interpret the intertextual and intercultural horizon of modernist works. | 2 | 1 | 2 | - | 3 | 3 | - | 1 | 3 | 2 | - | - |
| | | CO4 | | | | | | | | | | | | | |
| HS614 | English for Specific Purposes | CO1 | examine their learning needs | 3 | 3 | - | 2 | - | - | 1 | 3 | 1 | 1 | 1 | 1 |
| | | CO2 | design and evaluate the syllabus and materials. | 3 | 3 | - | 2 | - | - | 1 | 3 | 1 | 1 | 1 | 1 |
| | | CO3 | perceive the concepts, purpose and need for ESP framework. | 3 | 3 | - | 2 | - | - | 1 | 3 | 1 | 1 | 1 | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS606 | Postmodern Literature | CO1 | have a nuanced understanding of postmodern literature and critical scholarship, and their relationship to the broader intellectual preoccupations of the twentieth century | 3 | 2 | 2 | - | 3 | 3 | - | 1 | 3 | 2 | - | 1 |
| | | CO2 | Identify,analyze and reflexively examine postmodern texts and the ideas that characterize them conceptually. | 3 | 2 | 2 | - | 3 | 3 | - | 1 | 3 | 2 | - | 1 |
| | | CO3 | | | | | | | | | | | | | |
| | | CO4 | | | | | | | | | | | | | |
| HS608 | Language through Literature | CO1 | develop strategies to design extensive reading tasks through interactive activities using children's literature. | 3 | 2 | 2 | 1 | 2 | 2 | - | 2 | 3 | 3 | 1 | 3 |
| | | CO2 | use reading and writing tasks to review literary and non-literary texts. | 3 | 2 | 2 | 1 | 2 | 2 | - | 2 | 3 | 3 | 1 | 3 |
| | | CO3 | use collaborative and interactive activities to link subjects and literacy development through literature | 3 | 2 | 2 | 1 | 2 | 2 | - | 2 | 3 | 3 | 1 | 3 |
| | | CO4 | | | | | | | | | | | | | |
| HS610 | Reading, Writing and Cognition | CO1 | Understand the theories of reading | 3 | 2 | 1 | 1 | - | 1 | - | 3 | 1 | 2 | 3 | 3 |
| | | CO2 | Familiarize with the cognitive processes involved in reading and writing. | 3 | 2 | 1 | 1 | - | 1 | - | 3 | 1 | 2 | 3 | 3 |
| | | CO3 | Understand the interrelationship of reading and writing. | 3 | 2 | 1 | 1 | - | 1 | - | 3 | 1 | 2 | 3 | 3 |
| | | CO4 | Become a better writer. | 3 | 2 | 1 | 1 | - | 1 | - | 3 | 1 | 2 | 3 | 3 |
| HS615 | Biolinguistics | CO1 | Understand how language is an innate ability and how it is developed in an individual. | 3 | 3 | - | 3 | - | 1 | 1 | 2 | 1 | 2 | 2 | 2 |

| Code | Course | CO | Outcome | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CO2 | Explain how language acquisition is dependent upon biological predispositions. | 3 | 3 | - | 3 | - | 1 | 1 | 2 | 1 | 2 | 2 | 2 |
| | | CO3 | Develop a holistic perspective encompassing biological insights into language acquisition and pedagogical interventions | 3 | 3 | - | 3 | - | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| | | CO4 | | | | | | | | | | | | | |
| HS613 | Second Language Acquisition | CO1 | use SLA theories to interpret second language teaching practices | 2 | 3 | - | 3 | - | 1 | 1 | 2 | 1 | 2 | 3 | 2 |
| | | CO2 | discuss problems and locate solutions pertaining to language acquisition/learning | 2 | 3 | - | 3 | - | 1 | 1 | 2 | 1 | 2 | 3 | 2 |
| | | CO3 | analyse current research and to formulate questions on practical implementation of SLA theories | 2 | 3 | - | 3 | - | 1 | 1 | 2 | 1 | 2 | 3 | 2 |
| | | CO4 | | | | | | | | | | | | | |
| HS619 | Translation Studies | CO1 | Translate literary as well as knowledge texts | 3 | 1 | 3 | - | 1 | 3 | 3 | 1 | 2 | 2 | - | 1 |
| | | CO2 | Critique translations based on the translation theories they learnt | 3 | 1 | 3 | - | 1 | 3 | 3 | 1 | 2 | 2 | - | 1 |
| | | CO3 | Decrypt the politics, power, and context of translation particularly of Indian Literature | 3 | 1 | 3 | - | 1 | 3 | 3 | 1 | 2 | 2 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS621 | Introduction to Cultural Studies | CO1 | observe, locate and discuss the cultural significations that surround them. | 3 | 2 | 3 | - | 3 | 3 | 1 | 2 | 2 | 2 | - | 1 |
| | | CO2 | appreciate the cultural expressions and sources. | 3 | 2 | 3 | - | 3 | 3 | 1 | 2 | 2 | 2 | - | 1 |
| | | CO3 | understand the socio-political milieu in which culture is located | 3 | 2 | 3 | - | 3 | 3 | 1 | 2 | 2 | 2 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS623 | American Literature | CO1 | explain the major cultural and historical developments of American literature. | 3 | 3 | - | - | 3 | 3 | | 2 | 2 | 2 | - | 1 |
| | | CO2 | describe the major conventions, tropes, themes, genres of literatures of America | 3 | 3 | - | - | 3 | 3 | | 2 | 2 | 2 | - | 1 |
| | | CO3 | identify the features with regard to individual authors/works/periods. | 3 | 3 | - | - | 3 | 3 | - | 2 | 2 | 2 | - | 1 |
| | | CO4 | understand how race, gender, class, and ethnicity have shaped American literature. | 3 | 3 | - | - | 3 | 3 | - | 2 | 2 | 2 | - | 1 |
| HS612 | Literary Theory and Aesthetics: East and West | CO1 | Understand how literary criticism and the general world view of a culture are related | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 2 | - | 1 |
| | | CO2 | Understand how criticism has responded to the literature of an era | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 2 | - | 1 |
| | | CO3 | Develop informed aesthetic appreciation | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 2 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS604 | Research Methodology | CO1 | understand basic concepts of research and the research processes. | 3 | 3 | 1 | - | - | 1 | - | 3 | 1 | 1 | - | 1 |
| | | CO2 | demonstrate an understanding of the ethical principles and issues in research. | 3 | 3 | 1 | - | - | 1 | - | 3 | 1 | 1 | - | 1 |
| | | CO3 | understand the conventions of | 3 | 3 | 1 | - | - | 1 | - | 3 | 1 | 1 | - | 1 |

| | | | academic writing and presentation. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CO4 | identify and avoid plagiarism. | 3 | 3 | 1 | - | - | 1 | - | 3 | 1 | 1 | - | 1 |

## PROGRAMME ELECTIVES (PE)

| Course code | Course Title | CO | Course outcomes | Po 1 | Po 2 | Po 3 | Po 4 | Po 5 | Po 6 | Po 7 | Po 8 | Po 9 | Po 10 | Po 11 | Po 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HS625 | Elements of Literature | CO1 | Students will interpret texts with attention to ambiguity, complexity, and aesthetic value. | 2 | 1 | 2 | - | 3 | 3 | - | 2 | 3 | 3 | - | 1 |
| | | CO2 | Students will demonstrate awareness of genre, rhetorical devices, and various literary forms. | 2 | 1 | 2 | - | 3 | 3 | - | 2 | 3 | 3 | - | 1 |
| | | CO3 | Students will read literature critically from a theoretical and formal perspective. | 2 | 1 | 2 | - | 3 | 3 | - | 2 | 3 | 3 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS616 | Language Learning and Teaching | CO1 | Students will be able to decimate their inhibition to present in front of the large audience group | 1 | 3 | - | 3 | - | 2 | 1 | 2 | - | 1 | 1 | 3 |
| | | CO2 | They will be augmented to cogently present their thoughts and ideas | 1 | 3 | - | 3 | - | 2 | 1 | 2 | - | 1 | 1 | 3 |
| | | CO3 | They will be able to hone their communication skill | 1 | 3 | - | 3 | - | 2 | 1 | 2 | - | 1 | 1 | 3 |
| | | CO4 | | | | | | | | | | | | | |
| HS627 | Critical Discourse Analysis | CO1 | Use the theories and analyse the written and spoken language discourse | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 1 | - | 1 |
| | | CO2 | Employ theories of Critical Discourse Analysis to identify how language constructs power | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 1 | - | 1 |
| | | CO3 | Decode the how contexts create texts and critique various social, cultural, political and literary discourses | 3 | 1 | 3 | - | 3 | 2 | 1 | 2 | 3 | 1 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS618 | Comics and Graphic Storytelling | CO1 | Write analytically about comics for their structure and meaning, using appropriate comics terminology. | 3 | 1 | 1 | - | 3 | 3 | - | 2 | 3 | 1 | - | 1 |
| | | CO2 | Analyze a range of comics and visual storytelling materials, from cartoons to webcomics | 3 | 1 | 1 | - | 3 | 3 | - | 2 | 3 | 1 | - | 1 |
| | | CO3 | Appreciate graphic storytelling as a cultural and artistic practice. | 3 | 1 | 1 | - | 3 | 3 | - | 2 | 3 | 1 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS620 | Health Humanities | CO1 | Develop socio-cultural and metaphysical understanding of health, illness and well-being | 3 | 3 | 1 | - | 3 | 2 | - | 1 | 3 | 1 | - | 1 |
| | | CO2 | Write/think analytically about medicine in relation to the arts | 3 | 3 | 1 | - | 3 | 2 | - | 1 | 3 | 1 | - | 1 |
| | | CO3 | Demonstrate enhanced skills of reading clinical situations and the patient/physician/caregiver narratives. | 3 | 3 | 1 | - | 3 | 2 | - | 1 | 3 | 1 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |

| Code | Course | CO | Description | | | | | | | | | | | | |
|------|--------|-----|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
| HS622 | Film Studies | CO1 | After doing a course in Film Studies the student is expected to critically theorise a film in various aspects. | 3 | 1 | - | - | 2 | 3 | 1 | 1 | 3 | - | - | - |
| | | CO2 | The student must be able to understand film as not just a medium of entertainment but a textual apparatus constituted of socio-political, psychological, and cultural bearings. | 3 | 1 | - | - | 2 | 3 | 1 | 1 | 3 | - | - | - |
| | | CO3 | | | | | | | | | | | | | |
| | | CO4 | | | | | | | | | | | | | |
| HS624 | Introduction to Cognitive Sciences | CO1 | grasp the fundamental theories of cognition | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | - | 3 | 3 |
| | | CO2 | understand the brain basis for different types of cognition | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | - | 3 | 3 |
| | | CO3 | understand the neurobiology of cognitive abilities | 3 | 2 | - | 1 | - | 1 | - | 2 | 1 | - | 3 | 3 |
| | | CO4 | | | | | | | | | | | | | |
| HS626 | Communicative Language Teaching | CO1 | Students will be able to decipher CLT and task-based curriculum. | 3 | 3 | - | 3 | - | 1 | 1 | 2 | - | 2 | 2 | 2 |
| | | CO2 | They will be able to enhance their learner autonomy in language learning. | 3 | 3 | - | 3 | - | 1 | 1 | 2 | - | 2 | 2 | 2 |
| | | CO3 | The will be able to comprehend various functions of assessment and evaluation in learning process | 3 | 3 | - | 3 | - | 1 | 1 | 2 | - | 2 | 2 | 2 |
| | | CO4 | | | | | | | | | | | | | |
| HS628 | Journalism and Media Studies | CO1 | familiar with the basic elements of news gathering, news story crafting and news presentation across various media platforms. | 3 | 3 | - | - | - | 2 | 1 | 3 | 1 | 1 | - | - |
| | | CO2 | familiar with the historical and contemporary landscape of media, including its evolution, different forms and their social impact. | 3 | 3 | - | - | - | 2 | 1 | 3 | 1 | 1 | - | - |
| | | CO3 | able to exercise critical thinking about media messages, biases, and the influence of technology on media practices. | 3 | 3 | - | - | - | 2 | 1 | 3 | 1 | 1 | - | - |
| | | CO4 | equipped to explore innovative storytelling formats and platforms, and prepared to navigate the dynamic and evolving landscape of digital media. | 3 | 3 | - | - | - | 2 | 1 | 3 | 1 | 1 | - | - |
| HS 611 | Technical Communication | CO1 | Communicate to multiple professional audiences clearly and effectively through both written and verbal modes. | 1 | 2 | - | - | - | 1 | - | 3 | 2 | 3 | 3 | 3 |
| | | CO2 | Identify weaknesses in their own writing and apply appropriate revision processes to strengthen communication. | 1 | 2 | - | - | - | 1 | - | 3 | 2 | 3 | 3 | 3 |
| | | CO3 | Analyze rhetorical aspects of audience, purpose, and context to communicate technical information effectively in written, oral, and visual media. | 1 | 2 | - | - | - | 1 | - | 3 | 2 | 3 | 3 | 3 |

| Course Code | Course Name | CO | CO Statement | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CO4 | Recognize structures or genres typically used in science and engineering, understand the processes that produce them, and the organizational and stylistic conventions characteristic of them, and apply this knowledge to their own writing tasks. | 1 | 2 | - | - | - | 1 | - | 3 | 2 | 3 | 3 | 3 |
| HS640 | Introduction to Graphic Medicine | CO1 | learn how graphic medicine communicates the experiential aspects of illness, health and care . | 2 | 3 | 2 | - | 2 | 3 | - | 1 | 3 | 1 | - | - |
| | | CO2 | understand the affordances of comics medium | 2 | 3 | 2 | - | 2 | 3 | - | 1 | 3 | 1 | - | - |
| | | CO3 | Write analytically about graphic medical narrative for their structure, content and meaning, using appropriate terminology. | 2 | 3 | 2 | - | 2 | 3 | - | 1 | 3 | 1 | - | - |
| | | CO4 | understand the history and recent trends of/in graphic medicine | 2 | 3 | 2 | - | 2 | 3 | - | 1 | 3 | 1 | - | - |
| HS641 | Cultural Politics, Ideologies, and Representation | CO1 | Use the theories and analyse the cultural significations around them | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO2 | Recognize the contributions of major theorists to the field of cultural studies | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO3 | Demonstrate knowledge of key qualitative research methods in cultural studies. | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO4 | | | | | | | | | | | | | |
| HS642 | Artificial Intelligence in English Language Education | CO1 | create and execute lesson plans using AI and will be able to build curriculum integrating AI | 3 | 3 | - | 3 | - | 1 | - | 1 | 1 | 1 | 2 | 1 |
| | | CO2 | examine ethical issues such as bias, data privacy, and accountability in AI applications for language research | 3 | 3 | - | 3 | - | 1 | - | 1 | 1 | 1 | 2 | 1 |
| | | CO3 | design and conduct research that applies AI tools in language education, assessment, or linguistics research | 3 | 3 | - | 3 | - | 1 | - | 1 | 1 | 1 | 2 | 1 |
| | | CO4 | synthesize interdisciplinary insights to propose innovative AI-based solutions in language teaching and research contexts | 3 | 3 | - | 3 | - | 1 | - | 1 | 1 | 1 | 2 | 1 |
| HS643 | Teaching English to Young Learners | CO1 | Apply relevant theories to understand young learners' needs and translate them into practical teaching strategies | 2 | 3 | - | 3 | - | 1 | 2 | 3 | - | - | 2 | 2 |
| | | CO2 | Manage classroom dynamics, design age-appropriate lesson plans, and implement diverse pedagogical approaches | 2 | 3 | - | 3 | - | 1 | 2 | 3 | - | - | 2 | 2 |
| | | CO3 | Employ AI tools and online resources to enhance teaching | 2 | 3 | - | 3 | - | 1 | 2 | 3 | - | - | 2 | 2 |

| Code | Course | CO | Description | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | effectiveness. | | | | | | | | | | | | | |
| | | CO4 | Create formative and summative assessments tailored to young learners' cognitive abilities.. | 2 | 3 | - | 3 | - | 1 | 2 | 3 | - | - | 2 | 2 |
| HS631 | The Neuroscience of Reading | CO1 | Deduce molecular changes and reading behavior | 3 | 2 | - | - | - | 1 | - | 2 | - | 1 | 3 | 3 |
| | | CO2 | Understand the neurobiology of reading and cognition. | 2 | 1 | 2 | - | 3 | 3 | - | 2 | 3 | 3 | - | 1 |
| | | CO3 | Apprehend about the development and disorders of language and reading. | 2 | 1 | 2 | - | 3 | 3 | - | 2 | 3 | 3 | - | 1 |
| | | CO4 | | | | | | | | | | | | | |
| HS632 | Language and the Human Brain | CO1 | Understand language and its influence on the human brain | 3 | 2 | - | - | - | 1 | 1 | 1 | - | - | 3 | 3 |
| | | CO2 | Encompass the mechanisms of language development and acquisition | 3 | 2 | - | - | - | 1 | 1 | 1 | - | - | 3 | 3 |
| | | CO3 | Develop a holistic perspective encompassing biological insights into language acquisition | 3 | 2 | - | - | - | 1 | 1 | 1 | - | - | 3 | 3 |
| | | CO4 | | | | | | | | | | | | | |
| HS633 | Learning, Memory and Cognition | CO1 | Understand the memory system for better learning experiences | 3 | 2 | - | - | - | - | 1 | 1 | - | - | 2 | 3 |
| | | CO2 | Illustrate the concepts of cognitive sciences such as attention, learning and memory | 3 | 2 | - | - | - | - | 1 | 1 | - | - | 2 | 3 |
| | | CO3 | Elucidate the knowledge of neural basis of language and memory. | 3 | 2 | - | - | - | - | 1 | 1 | - | - | -2 | 3 |
| | | CO4 | | | | | | | | | | | | | |
| HS637 | Introduction to Theories for the Humanities | CO1 | Understanding the significance and scope of Humanities discipline and allied theoretical framework in cultural discourses | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO2 | Using the critical ability to evaluate concepts of gender, stardom, fandom, and sporting bodies, within cultural studies | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO3 | Applying critical thinking skills to analyze and synthesize information from various cultural discourses | 3 | 1 | 2 | - | 3 | 3 | 1 | 2 | 3 | 1 | - | - |
| | | CO4 | | | | | | | | | | | | | |
| HS638 | Texts and Contexts in Gender Studies | CO1 | Students comprehend the interdisciplinary framework of gender theories and philosophers. | 3 | 1 | 2 | - | 3 | 3 | - | - | 3 | 1 | - | - |
| | | CO2 | Students evaluate existing social forms and cultural production using gender theories they learnt | 3 | 1 | 2 | - | 3 | 3 | - | - | 3 | 1 | - | - |
| | | CO3 | Students apply their knowledge of gender studies to formulate a new form of scientific biopower, which can envision concepts such as post-human and post-woman under a transhumanist discourse. | 3 | 1 | 2 | - | 3 | 3 | - | - | 3 | 1 | - | - |

| Code | Course | CO | Statement | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CO4 | | | | | | | | | | | | | |
| HS639 | Visual Cultural Studies Using Film and Media | CO1 | Understanding the significance and scope of visual cultural discourses | 3 | - | 2 | - | 2 | 3 | - | 3 | 3 | - | - | - |
| | | CO2 | Using the theoretical framework and critical ability to evaluate concepts and visual cultural studies | 3 | - | 2 | - | 2 | 3 | - | 3 | 3 | - | - | - |
| | | CO3 | Apply their knowledge to discuss nuances of gendered bodies with various visual cultural texts like films, photography, etc | 3 | - | 2 | - | 2 | 3 | - | 3 | 3 | - | - | - |
| | | CO4 | | | | | | | | | | | | | |
| HS635 | Applied Linguistics and language pedagogy | CO1 | demonstrate knowledge of the key concepts in applied linguistics and how it relates to language teaching and learning | 3 | 3 | - | 3 | - | - | - | 2 | 2 | 1 | 3 | 2 |
| | | CO2 | appreciate and reflect on the diverse perspectives on language use in society | 3 | 3 | - | 2 | - | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| | | CO3 | evaluate teaching methods critically | 3 | 1 | - | 3 | - | 1 | 1 | - | 2 | - | 2 | - |
| | | CO4 | | | | | | | | | | | | | |
| HS634 | Assessment and Teaching of 21st Century Skills Education | CO1 | demonstrate four Cs and Life and Career skills in their 21st-century workplace environment. | 3 | 3 | - | 3 | - | - | - | 3 | - | 1 | - | 3 |
| | | CO2 | incorporate instructional teaching that promotes learner autonomy, lifelong learning and digital literacy skills. | 3 | 3 | - | 3 | - | - | - | 3 | - | 1 | 2 | 3 |
| | | CO3 | design and implement assessments for 21st Century skills | 2 | 3 | - | 3 | - | - | - | 3 | - | - | 2 | - |
| | | CO4 | evaluate current educational policies and trends pertaining 21st century skills | 2 | 1 | - | 3 | - | - | - | 3 | - | - | 2 | - |
| HS636 | Research Methodology in Applied Linguistics | CO1 | Understand key research concepts and methodologies in applied linguistics. | 2 | 2 | - | 3 | - | - | - | 3 | 1 | 1 | 2 | 2 |
| | | CO2 | Design research studies with appropriate methodologies and sampling techniques. | 2 | 2 | - | 3 | - | - | - | 3 | 1 | 1 | 2 | 2 |
| | | CO3 | Attain proficiency to collect and analyse data using qualitative, quantitative, and mixed methods. | 3 | 3 | - | 3 | - | - | - | 3 | 1 | 1 | 2 | 2 |
| | | CO4 | Develop the skills to write and present research reports in a clear and ethical manner | 3 | 3 | - | 3 | - | - | - | 3 | 1 | 1 | 2 | 2 |

**3-High; 2-Medium; 1-Low**

| CourseCode | HS612 |
|---|---|
| Titleof theCourse | **Literary Theory and Aesthetics: East and West** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| Nameof the Instructor | **Dr. Vinod Balakrishnan** |

**Course Learning Objectives:**
  This course introduces:
  • Important critics and their works from East and West
  • The history of aesthetic appreciation in different cultures at different times
  • The registers of aesthetic appreciation

**Course Content**

Plato:Selection from *The Republic;* Aristotle:*Poetics;* Longinus:On the Sublime;Horace:Ars Poetica; Philip Sydney: An Apology for Poetry; John Dryden: Essay of Dramatic Poesy; Wordsworth: Preface to *Lyrical Ballads*; S.T. Coleridge: Biographia Literaria, Chapter 17; MathewArnold: The Study of Poetry; T.S. Eliot: Tradition and Individual Talent

Bharatamuni:Natyasastra(N.P.Unni);Kunjunni Raja:Theory of Dhwani; Ananda Kumaraswamy:Dance of Shiva; S.K. De: Kuntaka's Theory of Poetry

Cleanth Brooks: Language of Paradox; F.R. Leavis: The Great Tradition; I.A. Richards: Four Kinds of Meanings;William Empson:Seven Types of Ambiguity;Roman Jakobson: Linguistics and Poetics; Northrop Frye: Archetypes of Literature; Ferdinand de Saussure: Nature of the Linguistic Sign; Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences; Sigmund Freud: Creative Writing and Daydreaming; Jacques Lacan: Insistenceof the Letter in the Unconscious

Edmund Wilson:Marxism and Literature; Fredric Jameson:On Interpretation:Literature as a Socially Symbolic Act
Simone De Beauvoir: *Second Sex;* Elaine Showalter: Towards a Feminist Poetics; Helene Cixous:Laugh of the Medusa; Julia Kristeva: Women's Time

**Reference Books:**
1. Padma Sudhi, Aesthetic Theories of India, Bhandarkar Oriental Research Institute, 1983.
2. Devy. G. N, Indian Literary Criticism: Theory and Interpretation, Orient Longman,2004.
3. Enright and Chickera. English Critical Texts, OUP, 1997.
4. Patricia Waugh. Literary Theory and Criticism: An Oxford Guide, OUP, 2006.
5. Terry Eagleton. Literary Theory: An Introduction, U of Minnesota Press, 1983.
6. Abrams. M. H and Geoffrey Harpham, A Glossary of Literary Terms (11th Edition),Cengage Learning, 2015.
7. Peter Barry, Beginning Theory-An Introduction to Literary and Cultural Theory (4thEdition), Manchester University Press, 2018.

**Course Learning Outcomes**:
Upon completion of the course, student will be able to:
• Understand how literary criticism and the general world view of a culture are related
• Understand how criticism has responded to the literature of an era
• Develop informed aesthetic appreciation

| CourseCode | HS621 |
| --- | --- |
| Titleof theCourse | **Introduction to Cultural Studies** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| Nameof the Instructor | **Dr. Vinod Balakrishnan** |

**Course Learning Objectives:**
 This course provides
 • a general introduction to cultural studies focusing on its history and theoretical
 approaches.
 • an overview of major concepts which would help students in analyzing cultural
 significations.
 • a practical application of theoretical approaches to poetry, fiction, film, art, other
 cultural
 expressions and sources.

**Course Content:**
Theodor Adorno:"Culture Industry Reconsidered";Claude Levi-Strauss:Selections from
*Mythand Meaning;* Walter Benjamin: "The Work of Art in the Age of Mechanical
Reproduction"Roland Barthes:"MythToday","Rhetoric of the Image";Raymond Williams:
"Culture is Ordinary"

Eric Hobsbawm:"Inventing Traditions";Stuart Hall:"Cultural Studies:Two Paradigms"
Jurgen Habermas: Selections from *The Structural Transformation of* the *Public Sphere*
Jean Baudrillard:*Simulacra and Simulation;*Peirre Bourdieau:Selections from *Distinction:A
Social Critique of the Judgement of Taste;* Susan Sontag: Selections from *On Photography*
Richard Hoggart:Selections from *The Uses of Literacy*

Ashis Nandy:"Introduction:Indian Popular CinemaasaSlum's Eye"
Homi Bhabha:"On Mimicry";Benedict Anderson:"Maps,Census,Nation"from *Imagined
Communities;* Michel Foucault: "Two Lectures" from *Power/Knowledge*
Dick Hebdige:Selections from *Subculture:The Meaning of Style*
Gayatri Chakravorty Spivak:"Can the Subaltern Speak?"

GayleS.Rubin: "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality"
R.W.Connell:"Hegemonic Masculinity:Rethinking the Concept"
Judith Butler:"Performative Acts and Gender Constitution: An Essay in Phenomenology and
Feminist Theory"
Donna Haraway:"A Manifest of or Cyborgs: Science, Technology and Social Feminism in the
1980's" (*The Haraway Reader*)

Jean-Jacques Rousseau:*Emile,orOn Education;* Georg Wilhelm Friedrich Hegel:Selections from
*Lectures on the Philosophy of History;*Friedrich Nietzsche:"The Birth of
Tragedy" Jean Paul Sartre: Selections from *What is Literature*?
Arthur Schopenhauer: Selections from *The World asWilland Representation*
 Martin Heidegger:Letteron"Humanism"

**ReferenceBooks:**
 1. Simon During, Cultural Studies Reader, Routledge, 1993.
 2. Michael Ryan, Cultural Studies: A Practical Introduction, Wiley Blackwell, 2010.
 3. Angela McRobbie, The Uses of Cultural Studies, Sage, 2005.
 4. John Storey, Cultural Theory and Popular Culture, Routledge, 2013
 5. Lawrenece Grossberg, Cultural Studies in the Future Tense, Duke University Press, 2010
 6. Chris Barker and Emma A. Jane. Cultural Studies: Theory and Practice (5th edition), Sage
Publications. 2016

**Course Learning Outcomes:**
Upon completion of the course, student will be able to
• observe, locate and discuss the cultural significations that surround them.
• appreciate the cultural expressions and sources.
• understand the socio-political milieu in which culture is located.

| CourseCode | HS610 |
|---|---|
| Titleof theCourse | **Reading, Writing and Cognition** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Joseph Ponniah** |

**CourseLearningObjectives:**
The course:
   • Explores the theories of reading.
   • Examines the relationship between reading and writing.
   • Analyses reading and writing in relation to perceptual, cognitive and affective domains.
   • Explains how language and higher cognition aid in the development of reading and writing.

**Course Content:**

Theories of Reading: Traditional theory/bottom-up theory and behaviorism – top-down theory – schema theory – content and formal schemata – applying schema theory to L2 reading

Reading as Rhetorical Invention: Theory of rhetorical reading- reading as an art of discourse-rhetorical framework how meaning is generated-process of persuasion the role of personal belief, goals and prior knowledge in the meaning making process

Reading and Cognition: Reading comprehension – cognitive processes involved in reading — individual differences in development of reading fluency – causes of reading difficulty

Writing and Cognition: Development of writing abilities - cognitive processes involved in writing – felt sense and idea generation and integration – strategies involved in writing process – writer's block

Writing Process: Reading to write and writing to read – writing as a composing process – different approaches to writing– delayed editing –creative and critical phases of writing

**ReferenceBooks:**
 1. Stanovich, K.E. *Progress in understanding reading: Scientific Foundations and New Frontiers.*The Guilford Press, 2000
2. Brent, D. *Reading as a Rhetorical Invention: Knowledge, Persuasion and the Teaching of Research Based Writing.* The National Council of Teachers of English,1992.
3. Boice, R. *How Writers Journey to Comfort and Fluency, A Psychological Adventure.* Preager Publisher, 1994.
4. Ponniah, J and Venkatesan, S. *The Idea and Practice of Reading*. Springer, 2018.

**Course Learning Outcomes:**
Upon completion of the course, students will:
• Understand the theories of reading.
• Familiarize with the cognitive processes involved in reading and writing.
• Understand the interrelationship of reading and writing.
• Become a better writer.

| CourseCode | HS615 |
| --- | --- |
| Titleof theCourse | **Biolinguistics** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Joseph Ponniah** |

**CourseLearningObjectives:**

This course:
- Explores both strong and the weak sense of biolinguistics
- Examines the innateness of language ability and explains how a language is instinctivelyacquired.
- Introduces the relationship between language acquisition and its biological predispositions.
- Helps to take a multi-disciplinary and holistic approach towards language learning.

**Course Content:**

Biolinguistics as a multi-disciplinary approach - what constitutes the knowledge of language? - how does the knowledge of language develop in an individual? - weak and strong sense of biolinguistics – language evolution

Chomsky's theory of language: - Knowledge and the use of language - Generative grammar – principles and parameter- universal grammar – Chomsky's theory and cognitivism- how cognitivism differs from behaviorism- language and innateness

Language and modularity: Modularity of mind and language acquisition- brain regions for language learning- association and dissociation between language and cognition- connection between language and other domains- role of white matter in connecting different areas of the brain

Genetics and neuroscience of language: The neural basis of language – An integrative view of the language network- the role of genes in acquisition language- analyzing the brain network through disability studies– biological basis for inter individual differences in language

Holistic approach to language acquisition: connecting the insights from biology of language with pedagogical language interventions

**ReferenceBooks:**

1. Chomsky, N. *New Horizons in the Study of Language and Mind.* Cambridge University Press, 2000.
2. Jenkins, L. *Biolinguistics: Exploring the biology of language.* Cambridge University Press, 2000.
3. Haier, Richard *The neuroscience of Intelligence.* Cambridge university press 2017
4. Friederici, D. Angela. *Language in our Brain.* The MIT press. 2017

**Course Learning Outcomes:**

Upon completion of the course students will:
- Understand how language is an innate ability and how it is developed in an individual.
- Explain how language acquisition is dependent upon biological predispositions.
- Develop a holistic perspective encompassing biological insights into language acquisition and pedagogical interventions.

| Course Code | HS623 |
|---|---|
| Title of the Course | **American Literature** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3 (3-0-0) |
| Name of the Instructor | **Dr. Sathyaraj Venkatesan** |

**Course Learning Objectives:**
--To introduce the literary history and culture of America.
--To familiarize important writers, themes and trends in American literature.
--To examine the works of diverse American authors to understand how race, gender, and class have shaped American literature.
--To introduce the major conventions, themes and genres of American literature.

**Course Content:**

Early American literature (Beginnings to 1820) | Christopher Columbus: *Letter of Discovery*; Native American tales; Anne Bradstreet: *The Author to Her Book*; Phillis Wheatley: *On Being Brought from Africa to America*

Transcendentalism and Dark Romanticism | Ralph Waldo Emerson: *The American Scholar, Brahma;* Henry David Thoreau: "Reading" (from *Walden)*; Edgar Allan Poe: *The Masque of the Red Death*; Walt Whitman: *I Sing the Body Electric*; Emily Dickinson: *Pain Has An Element of Blank*

Turn of the Century and Modernism | Langston Hughes: *Harlem*; T. S. Eliot: *Gerontion;* ee cummings: *Buffalo Bill*; William Faulkner: *A Rose For Emily;* Wallace Stevens: *Of Modern Poetry*; Zora Neale Hurston: *How It Feels to Be Colored Me*

Post 1945 Literatures of America | Sylvia Plath: *Daddy*; Theodore Roethke: *My Papa's Waltz*; Alice Walker "The Flowers"; Maxine Hong Kingston *The Woman Warrior* ("No Name Woman"); Audre Lorde: sections of *The Cancer Journals*

Contemporary America | Art Spiegelman: sections of *Maus;* Jhumpa Lahiri: *Interpreter of Maladies* "A Temporary Matter"; Joyce Carol Oates *Curly Red;* Colson Whitehead: sections of *The Colossus of New York.*

**Reference Books:**
1. Nina Baym. *The Norton Anthology of American Literature*, W. W. Norton, 2012.
2. Boris Ford. *The New Pelican Guide to English Literature: American Literature* (vol. 09). Penguin, 1991.
3. John N. Duvall. *The Cambridge Companion to American Fiction After 1945.* Cambridge University Press, 2012.
4. Caroline F. Levander, Robert S. Levine (editors). *A Companion to American Literary Studies*. Wiley-Blackwell. 2011.
5. Amy Berke et. al. *Writing the Nation: A Concise Introduction to American Literature 1865 to Present.* University of North Georgia Press. 2015.

**Course Learning Outcomes:**
Upon successful completion of the course, students will:
- explain the major cultural and historical developments of American literature.
- describe the major conventions, tropes, themes, genres of literatures of America.
- identify the features with regard to individual authors/works/periods.
- understand how race, gender, class, and ethnicity have shaped American literature.

| Course Code | HS604 |
|---|---|
| Title of the Course | **Research Methodology** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3 (3-0-0) |
| Name of the Instructor | **Dr. Sathyaraj Venkatesan** |

**Course Learning Objectives:**
- To develop a comprehensive understanding of research processes.
- To introduce documentation, research resources, information retrieval and evaluation.
- To familiarize academic reading and professional writing.
- To create awareness of ethical issues in research, emphasizing the importance of integrity and responsibility.

Definition of research – Objectives and importance of research – Skills and attributes of a researcher – Types of research – Research methods – Ways to identify a research topic – Idea generation and brainstorming techniques.

Developing literature review – Processing and identifying academic literature: online databases, e-tools and library research – Evaluating sources –Literature review – Importance of note making – Bibliography and annotated bibliography – Finalizing and preparing literature review – Developing and formulating research questions.

Mechanics of academic writing – Stages of writing – Reading and writing relationship – Outlining and planning – Writing styles and document types – Editing – Reader-oriented writing (register, tone, precision, clarity) – Writer's block and scheduling your writing.

Different types of research presentation (journal article, poster, conferences) – Identifying the right journal – Open access publishing – Fundamentals of manuscript preparation and writing abstracts – Documentation: style sheets (MLA, APA etc.) – Cover letters – Interpreting peer reviews – Dealing with rejection – Promoting and communicating research – Measuring impact and ranking.

Professional and research ethics – Definition and consequences of plagiarism – Forms of plagiarism – Avoiding plagiarism – Plagiarism detection tools – UGC guidelines - Copyright issues – Authorship and content ownership – Predatory journals – Ethical uses of AI.

**Reference Books:**
1. Gerald Graff and Cathy Bikenstein. *They Say/I Say: The Moves that Matter in Persuasive Writing.* W. W. Norton, 2017.
2. Wendy Laura. *Writing your Journal Article in Twelve Weeks: A Guide to Academic Publishing.* Sage, 2009.
3. Joli Jensen. *Write No Matter What: Advice for Academics.* University of Chicago Press, 2017.
4. Susan Wittig. *Steps to Structure: An Introduction to Composition and Rhetoric.* Winthrop Publishers, 1975.
5. Boba Samuels and Jordana Garbati. *Mastering Academic Writing.* Sage, 2018.

**Course Learning Outcomes:**
Upon the successful completion of the course, students will:
--understand basic concepts of research and the research processes.
--demonstrate an understanding of the ethical principles and issues in research.
--understand the conventions of academic writing and presentation.
--identify and avoid plagiarism.

| Course Code | HS614 |
|---|---|
| **Title of the Course** | English for Specific Purposes |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 4 (4-0-0) |
| **Name of the Instructor** | Dr. S. Mekala |

**Course Learning Objectives**:
1. To introduce basic terms, concepts and issues involved in English for Specific Purposes.
2. To enhance the students' ability in needs analysis, curriculum design and material selection of ESP discourse.
3. To equip the students to teach and evaluate the communication skills in ESP framework.

**Course Content:**

English for Specific Purposes – Development of ESP –Classification of ESP - ESP as a multi-disciplinary activity - Basic terms and concepts of ESP - Register and Jargon.

Needs Analysis - Approaches to Course Design – Syllabus Design - Product-oriented and Process-oriented Syllabuses – Types of Syllabus - Task-oriented Syllabus- Situation Approach- Activities for Language use - ESP Curriculum Planning – Learner-centered Curriculum – Skills -centered Approach.

Pragmatics in ESP - Use of Language in Different Contexts- Communicative use of Language - Discourse and Genre analysis in ESP - Branches of English for Specific Purposes - English for Academic Purposes- English for Science and Technology- English for Occupational Purposes - Skills in EAP and EOP – Listening, Speaking, Reading and Writing Skills in ESP - English for Business Purposes.

Teaching ESP– Methodology- Roles of ESP Practitioner- Restrictions and Reservations –- Bloom's Taxonomy - Outcome Based Language Teaching - Learners of ESP – Need and Motivation.

Materials Development – Adaptation for ESP- Evaluation Practices and Methods - Current Trends and Directions – Means Analysis - Text Analysis - Common European Framework of Reference for Languages.

**Reference Books:**
1. Hutchinson, Tom and Water, Alan. English for Specific Purposes: A learning-centered approach. CUP, 1987.
2. Mackay, Ronald & Mountford, Alan. English for Specific Purposes: A Case Study Approach. 1978.
3. Trimble, MarryTodd, Trimble, Louis and Drobnic, Karl. English for Specific Purposes: Science and Technology. 1978.
4. Kennedy, Chris and Bolitho, Rod. New ways in English for Specific Purposes. Macmillan, 1984.
5. Dudley-Evans & John. Developments in English for Specific Purposes: A multi-disciplinary approach. 1998.
6. Belcher, Diane D. English for Specific Purposes in Theory and Practice. University of Michigan press, 2009.

**Course Learning Outcomes:**
1. Students will examine their learning needs
2. They will be enabled to design and evaluate the syllabus and materials.
3. They will perceive the concepts, purpose and the need for ESP framework.

| | |
|---|---|
| CourseCode | HS608 |
| Titleof theCourse | **Language through Literature** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Gururaj** |

**CourseLearningObjectives:** This course aims to
• develop language skills through collaborative and interactive tasks around literary texts.
• provide abundant opportunities to use language in meaningful and real-life contexts.
• enable students transfer their study skills to other subject areas.

**Course Content**

What is literature - language in literature - rationale for the use of literary texts for languagedevelopment - meaning and intention - meaning and reader

Using literature to teach language skills and the resources of language (words, collocations, sentencestructures, paragraph connectors, vocabulary,elegant variation, metaphorical expressions, etc.) to teach literature.

Literary competence and language classrooms - selecting and evaluating learning materials– role of aspects of culture gender, interpretation, ethnicity and race in text - strategies for overcoming cultural issues in the literary texts

Designing interactive tasks and activities using literary texts - lesson planning for different literary texts - stylistic varieties of language- technology-assisted language learning- social media for language learning.

Storytelling as a technique – developing LSRW skills through literature – using playlets in classrooms – poemsfor pleasure learning - interpretation of prose, short stories, drama, novel and poetry- relevance ofepics - narrative techniques

**ReferenceBooks:**
1. Language Through Literature: Creative Language Teaching Through Literature by Susan Bassnett and Peter Grundy, 1993.
2. Literature and Language Teaching: A Guide for Teachers and Trainers By Gillian Lazar, 1993.
3. Learning Language Through Literature in Primary Schools: Resource Book for Teachers of English edited by Peter Kennedy, Peter Falvey, 1998
4. Language through Literature: An introduction by Paul Simpson, 1997
5. The Language of Literature by Adrian Beard, 2003

**CourseLearningOutcomes:** Upon completion of the course, students will be able to
• develop strategies to design extensive reading tasks through interactive activities using children's literature.
• use reading and writing tasks to review literary and non-literary texts.
• use collaborative and interactive activities to link subjects and literacy development through literature.

| CourseCode | HS613 |
|---|---|
| TitleoftheCourse | **Second Language Acquisition** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Name of the Instructor | **Dr. V.K. Karthika** |

**CourseLearningObjectives**:Thiscoursewill
1. Familarise learners with the framework of language learning and acquisition process
2. introduce learners to Second Language Acquisition theories
3. equip learners to connect SLA theories and second language teaching

**CourseContent**

Introduction to SLA – the nature and diversity in learning and learners – L1 vs L2 learning process-early approaches to SLA–role of grammar in language learning-generative grammar and its influences on SLA

Theories of second language acquisition:functional approach to SLA–usage based approach to SLA – social interaction theory–input,interaction and output in second language development

Krashen's hypotheses:acquisition–learning hypothesis–monitor hypothesis–natural order hypothesis–input hypothesis–affective hypothesis–comprehension hypothesis–forgetting hypothesis

Implications of SLA findings of L2 teaching - social dimensions that influence L2 learning – age,critical period, social identity, class, gender and social-cultural context- Cummins and his theory  of linguistic interdependence

Psychology of second language acquisition – individual differences in learning - role of pleasure reading in second language acquisition–cognitive styles- language learning strategies-affective factors-personality factors- classroom ecology- role of self-motivation, learner beliefs and attitudes towards language acquisition in SLA-current research in SLA

**ReferenceBooks:**
1. Saville-Troike.M,Introducing second language acquisition, Cambridge University Press,2006
2. Ortega.L,Understanding Second language acquisition,Routledge,2008
3. Krashen.S,Explorations in language acquisition and use,Heinemann,2003
4. Dörnyei.Z,The Psychology of Second Language Acquisition,Oxford University Press,2010

**Course LearningOutcomes:**On completion of the course, learners will be able
- To use SLA theories to interpret second language teaching practices.
- To discuss problems and locate solutions pertaining to language acquisition/learning
- To analyse current research and to formulate questions on practical implementation of SLA theories.

| CourseCode | HS617 |
|---|---|
| TitleoftheCourse | **English Language Teaching** |
| Prerequisite | Nil |
| Credits(L-T-P) | 4(4-0-0) |
| Name of the Instructor | **Dr. V.K. Karthika** |

**CourseLearningObjectives**:This course aims
- To equip students with the approaches, methods, concepts and strategies of English Language Teaching
- To enhance students' comprehension concerning the essential components and evaluation techniques of LanguageTeaching.

**CourseContent:**

Introduction to ELT–Conceptual Framework–General Principles of Language Teaching–Psychological Principles of Teaching a Second Language–English as a Foreign Language–Second Language–English for Specific Purposes–Constraints and Issues involved in the Teaching and Learning of English.

Theories of language learning -Behaviourism-Cognitivism-Constructivism-Second Language Acquisition and Learning-Bilingualism and Multilingualism-Competence and Proficiency-Communicative Competence Models-Interlanguage-Factors Affecting Language Learning–Language and Thought–Language and Culture.

Approaches and Methods of Language Teaching-Grammar-Translation Method-Direct method -Audio-lingual method-Total Physical Response- The Silent Way-Community Language Learning-Suggestopedia-Competence Based Language Teaching (CBLT)-Natural Approach-Content Based Instruction(CBI) –Task Based Language Teaching (TBLT)-Communicative Language Teaching-Structural Method-Functional Notional Approach.

Materials of Teaching-Curriculum Design-Content Selection-Notional Organization-Logical and Psychological Organization-Needs analysis in Language Teaching–Lesson Plan-Classroom Management – Study Skills.

Testing and Evaluation–Evaluating Materials –Assessment Methodology-Formative and Summative assessment - Error Analysis - Contrastive Linguistics - Types of Tests and Questions - Objectivity in Evaluation- Continuing Professional Development

**ReferenceBooks:**
1. Jeremy Harmer. The Practice of English Language Teaching (5th Edition). Pearson Longman. 2015
2. HowellA.P.R.A History of English Language Teaching, OUP,1984.
3. Sterne.H.H Fundamental Concepts of Language Teaching,OUP,2003.
4. Brown H.Douglas.Principles of Language Learning and Teaching. Prentice Hall Regents,1994.
5. DianneLarsen-Freeman.Principles and Techniques in Language Teaching.OUP.
6. Jack C.Richards and Theodore S.Rodgers.Approaches and Methods in Language Teaching.CUP.
7. Dhanavel, S.P. Continuing Professional Development of English Language Teachers Perspectives and Practices from India. Springer. 2022.

**Course LearningOutcomes:**The students will be able to
- Use the theories to develop and adapt appropriate approaches to teach English
- Manage classroom situations, design syllabus, and develop materials
- Create question papers, develop assessment rubrics and evaluate transcripts

| CourseCode | HS619 |
|---|---|
| **Title oftheCourse** | Translation Studies |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |
| **Name of the Instructor** | **Dr. V.K. Karthika** |

**CourseLearningObjectives**: The course aims to
- familiarize students with the theory, history,and various forms of translation.
- explore the techniques,strategies and cultural differences involved in translating a text.
- develop a practical understanding of the activity of Translation.

**CourseContent**

Key Concepts: Selections from *Translation— Theory and Practice: A Historical Reader*, edited by Daniel Weissbort and AstradurEysteinsson; Jeremy Munday, *Introducing Translation* Studies; G.N. Devy, "Translation and Literary History."; Rita Kothari, "Recalling: English Translation in Colonial India"

Western Paradigm: George Steiner, "The Hermeneutic Motion"; Roman Jakobson, "On Linguistic Aspects of Translation"; Walter Benjamin, "The Task of the Translator"; Lawrence Venuti, selections from *The Translator's Invisibility: A History of Translation*.

Cultural Translation: Boris Buden, StefanNowotny, Sherry Simon, Ashok Bery&Michael Cronin, "Cultural Translation: An Introduction to the Problem, and Responses"; Clifford Geertz, "Found in Translation. On the Social History of the Moral Imagination"; Harish Trivedi, "Translating Culture vs. Cultural Translation"; Yuan Zhang, "Harṣa and China: The Six Diplomatic Missions in the Early 7th Century."; Robert C. Young, "Cultural Translation as Hybridisation"

Postcolonial Translations: Gayatri Chakravarty Spivak, "The Politics of Translation" and "'Draupadi' by Mahasveta Devi"; Tejaswini Niranjana, "Translation as Disruption"; A.K. Ramanujan, "Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation."; SujitMukherjee, "Translation as Patriotism"; M. Asaduddin, "Translation and Indian Literature: Some Reflections,"

Translation, Comparative Literature and World Literature: David Damrosch, selections from *What is World Literature?*; Emily Apter, "Untranslatables: A World System"; Aamir R. Mufti, "Orientalism and the Institution of Indian Literature"

**ReferenceBooks:**
1. SusanBassnett, *Translation Studies*, Routledge,1980.
2. *Harish Trivedi and Susan Bassnett eds.,Postcolonial Translation:Theory and Practice.* Routledge,1999.
3. LawrenceVenuti, *The Translation Studies Reader,*Routledge,2000.
4. Baker, Mona, ed. The Routledge Encyclopaedia of Translation Studies. London:Routledge, 1998.
5. Gentzler, Edwin. Contemporary Translation Theories.London: Routledge, 1993.

**CourseLearningOutcomes:**On completion of the course students will be able to
- Translate literary as well as knowledge texts
- Critique translations based on the translation theories they learnt
- Decrypt the politics, power, and context of translation particularly of Indian Literature

| CourseCode | HS627 |
|---|---|
| TitleoftheCourse | **Critical  Discourse Analysis** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3(3-0-0) |
| Name of the Instructor | **Dr. V.K. Karthika** |

**CourseLearningObjectives**:
- To familiarize students with types of discourse and discourse analysis
- To introduce critical discourse analysis as a useful tool for discourse interpretation
- To enable students to use the CDA framework to analyse and interpret various texts and discourses

**CourseContent**

Discourse analysis–Definition and Approaches–Discourse Analytical and Non-DiscourseAnalytical Approaches–Theoretical Traditions–Characteristics of Discourse–Spoken and Writing language–Role of Context in Interpretation–Kinds of Discourse:Exposition,Argumentation,Description,Narration–Laclau and Mouffe's Discourse Theory

Critical Language Awareness- Theory of Critical Discourse Analysis– Language, Power, and Ideology: A Theoretical Overview–Marxist Theory and Ideology (Louis Althusser)–Discourse as Social Practice (Norman Fairclough)– Theories of  Teun A. van Dijk, Ruth Wodak

Approaches to CDA: Textual Analysis, Social Semiotics, and Socio-Cognitive Models–Tools for Analyzing Discourse: Lexical Choices, Modality, and Intertextuality–Introduction to Corpus-Based CDA–Developing a framework for CDA–Practicing CDA– Nationalism and CDA- Gender and CDA- Advertisements, interpellation and CDA– Case study Gender in  advertisements

Ideology and Power in Political Speeches–Discourse Strategies in Election Campaigns–Case Studies: Indian Political Discourse–Media, Power, and Public Opinion–The Role of Media in Constructing Reality–Construction of Social Identities in Discourse–Language, Gender, and Sexuality–Case Study: Representation of Marginalized Communities in Indian Literature and Film–Language, Curriculum, and Ideology in Educational Discourse– Case Study: English Language Textbooks in India

Discourse and Social Change–Counter-Discourses and Subversion of Dominant Ideologies––Introduction to Multimodality: Analyzing Images, Texts, and Visual Media–Discourse in Digital and Social Media– Case Study: Social Media Campaigns in India

**References:**
1. Jorgensen,MarianneW.andPhillips,LouiseJ.*Discourse Analysis as Theory and Method*. Sage, 2002.
2. Gee,Paul James.*An Introduction toDiscourse Analysis:Theory and Method* .Routledge,2005.
3. Fairclough, Norman. *Critical discourse analysis:the critical study of language*. Longman, 1995.
4. van Dijk, Teun A. *Discourse and Power*. Palgrave Macmillan, 2008.

5. Wodak, Ruth, and Michael Meyer, eds. *Methods of Critical Discourse Studies*. SAGE, 2015.

**CourseLearningOutcomes:**Students will be able to
- Use the theories and analyse the written and spoken language discourse
- Employ theories of Critical Discourse Analysis to identify how language constructs power
- Decode the how contexts create texts and critique various social, cultural, political and literary discourses

| CourseCode | HS606 |
| --- | --- |
| Titleofthe Course | **Postmodern Literature** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Instructor | **Dr.NishaViswanathan** |

**Course Learning Objectives:** This course offers an introduction to the cultural, political, aesthetic and philosophical debates that shaped the broad intellectual movement we call "postmodernism" through readings of representative literary and critical texts. It aims to:

- familiarize students with the ways in which literature responded to preoccupations withaltered experiences of time, space and reality, metafictionality, and the emergence of new formsofconsciousnessandtechnology.
- tracethemovement'srelationshiptomodernism,poststructuralism,feminismandpostcol onialism.
- examine its inflection of literary representations of gender,sexuality and race.

**CourseContent:**

**Introduction: A Genealogy, Definitions** – Jean-François Lyotard, "Answering the Question: What is postmodernism?" (andother excerpts from *The Postmodern Condition:A Report on Knowledge*, 1983), "Note on the Meaning of 'Post'";Frederic Jameson, from *Postmodernism, or The Cultural Logic of Late Capitalism*(1989); Ihab Hassan, "Toward a Concept of Postmodernism" (in *The Dismembermentof Orpheus*, 1982). Fiction: ItaloCalvino, *InvisibleCities*(1972).

**DelineatingaPostmodernPoetics**–"The Literature of Exhaustion"and"The Literature of Replenishment" (in *The Friday Book*, 1997); Brian McHale**,** "From Modernist to Postmodernist Fiction: Change of Dominant," (in *Postmodernist Fiction,*1996);Linda Hutcheon, selections from *A Poetics of Postmodernism: History Theory, Fiction* (1988). Poetry/Fiction: Robert Coover,"The Babysitter"(1969); Donald Barthelme,"To London and Rome"(1963),"The Balloon" (1966); Ana María Shua, "Cannibals and Explorers," "Respect for Genres," "Theologian" (2008); Natasza Goerke, "Stories" (2001); Select poems by John Ashbery, Frank O'Hara, Bernadette Mayer, Maggie O'Sullivan; Kurt Vonnegut, *Slaughter house-Five*(1969);EnriqueVila-Matas, *Bartleby&Co.*(2000).

**Signs, Simulations, Alter Realities**–Jean Baudrillard, "The EvilDemon of Images" and "The Precession of Simulacra"; Gilles Deleuze, "The Simulacrum and Ancient Philosophy" (in *The Logic of Sense*,1990); HilaryPutnam, "Is There Still Anything to Say about Reality andTruth?" Fiction: Jorge Luis Borges, selections from *Labyrinths* (1962); Paul Auster,*City of Glass* (1985); Roberto Bolaño, *Nazi Literature in the Americas*(1996).

**Postmodernism and 'Other' Identities** –Judith Butler,"Contingent Foundations:Feminism and the Questionof'Postmodernism'" (1992);RitaFelski, "Feminism, Postmodernism, and the Critique of Modernity," *Cultural Critique* (1989); bell hooks, "Postmodern Blackness" (1990);Kwame Anthony Appiah,"Is the Post-in Postmodernism the Post- in Postcolonial?"(1991).Poetry/Fiction: Audre Lorde, "Coal" (1976); Angela Carter, selections from *The Bloody Chamber* (1979); Ishmael Reed, *Flight to Canada*(1976).

**Postmodern Subjectivities/Virtualities** – Ihab Hassan, "Prometheus as Performer: Toward a Posthuman Culture?" (1977); N. Katherine Hayles, from *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics* (1999); Donna Haraway, "The Cyborg Manifesto" (1985). Fiction: Jeanette Winterson,*Sexing the Cherry*(1989);William Gibson, selections from *Mirrorshades: The Cyberpunk Anthology* (1986, ed.Bruce Sterling).

**ReferenceBooks:**

1. Bertens,Hans. *The Idea of the Postmodern:A History*.London/NewYork:Routledge,1994.
2. Best,Steven and Douglas Kellner. *The postmodern Turn* NewYork :Guilford Press,cop.1997
3. Cahoone, Lawrence E. *From Modernism to Postmodernism: An Anthology*. Malden, MA:Blackwell Pub, 2003.
4. Docherty,Thomas. *Postmodernism:A Reader*.NewYork:ColumbiaUniversity Press.1993.
5. Harvey, David. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change* .Oxford, England:Blackwell,1990.
6. Natoli, Joseph, and Linda Hutcheon, eds. *A Postmodern Reade*r. Albany: State University ofNew YorkPress,1993.
7. Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. Cambridge, UK: CambridgeUniversityPress. 2009.

**CourseLearningOutcomes:** Upon successful completion of the course,students will:

- have a nuanced understanding of postmodern literature and critical scholarship, and their relationship to the broader intellectual preoccupations of the twentieth century.
- be able to identify,analyze and reflexively examine postmodern texts and the ideas that characterize them conceptually.

| CourseCode | HS607 |
| --- | --- |
| Titleofthe Course | **Renaissance to Neoclassical Literature** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Instructor | **Dr.NishaViswanathan** |

**Course Learning Objectives:** This course offers an introduction to the key texts, contexts anddebates that shaped English literature and culture from the 16th century to the late 18th century. It aims to:

- trace the growth of British Literature during the Renaissance and Neoclassical periods,paying attention to the formal and contextual dimensios of representative texts.
- explore the social,cultural, political and intellectual contexts of the respective epochs.
- encourage critical,informed readings of the key texts and thematic preoccupations of writers of these eras.

**CourseContent:**

**The Tudor Era (The 16th Century):** Thomas More, selections from *Utopia* (1516); Sir Thomas Wyatt the Elder andHenry Howard, Earl of Surrey, Select Sonnets; Edmund Spenser, from *Amoretti* (1595); Sir Philip Sidney, from *The Defense of Poesy*(1590),from *Astrophil and Stella*(1591);Christopher Marlowe,*The Tragical History of the Life and Death of Doctor Faustus* (1589-92);William Shakespeare, "Shall I Compare Thee to a Summer's Day," "That Time of Year Thou Mayest in MeBehold," "Let Me Not to the Marriage of True Minds," "My Mistress' Eyes are Nothing Like theSun"),*Hamlet*(1599-1603).

**The Jacobean Era (The Early 17th Century):** Aemilia Lanyer, selections from *Salve Deus Rex Judaeorum*(1611); JohnWebster, *The Duchess of Malfi*(1613); Mary Wroth, from *Pamphilia to Amphilanthus*(1621); Francis Bacon, *New Atlantis*(1626); John Donne, "The Canonization," The Bait," "The Flea," "A Valediction: Forbidding Mourning," "The Good Morrow," from *Holy Sonnets* (1633) - 1, 5, 10, and 14; George Herbert, "TheAltar,""Redemption,""EasterWings,""Discipline"; Andrew Marvell,"To His Coy Mistress,""Damon the Mower,""The Mower's Song,""The Garden."

**The Restoration Age (1660-1700):** John Milton, *Paradise Lost* (1667), from Books 1, 2 and 9; JohnDryden, "Mac Flecknoe," from *An Essay of Dramatic Poesy* (1668); Samuel Pepys, from *The Diary*["The Great Fire," "The Great Plague" (1660s)]; Aphra Behn, "The Disappointment," *Oroonoko*(1688); John Locke, from *Essay Concerning Human Understanding* (1689); William Congreve, *The Way of the World* (1700); Mary Astell, from *Some Reflections Upon Marriage*(1700).

**The Augustan Age (1700-1750)**: Jonathan Swift, from *A Tale of a Tub* (1704), "A Modest Proposal"(1729);AlexanderPope,*The Rape of the Lock*(1712), from BookIV of *The Dunciad*(1743);Addison and Steele, selections from *The Spectator* (1711-14); Daniel Defoe, *Robinson Crusoe* (1719);Henry Fielding, *Joseph Andrews* (1742); David Hume, from *A Treatise of Human Nature* (1739); Thomas Gray, "Ode on the Death of a Favourite Cat," "Elegy Written in a Country Churchyard, Gray."

**The Age of Sensibility (1750-1790s):** Samuel Johnson, from the Preface to *The Dictionary of the English Language* (1755), from the Preface to *The Plays of William Shakespeare* (1765), from *Rambler*(1750-52) -"On Fiction,""Biography,"from"Milton" and"Pope,"*Lives of the Poets* (1779);Edmund Burke,from*A Philosophical Inquiry into the Origin of ourIdeas of the Sublime and the Beautiful*, Part II (1757); Oliver Goldsmith, *The Deserted Village* (1770), "An Essay on the Theatre" (1773); James Boswell, from *The Life of Samuel Johnson*(1791).

**ReferenceBooks:**
1. Greenblatt, Stephen, and M. H. Abrams, editors. *The Norton Anthology of English Literature*.8thed., Vol. 1, W.W. Norton, 2006.
2. Hattaway, Michael, editor. *A New Companion to English Renaissance Literature and Culture*.Vols. 1 &2,Wiley-Blackwell,2010.
3. Kinney, Arthur F., editor. *The Cambridge Companion to English Literature 1500-1600*,CambridgeUniversityPress, 2009.
4. Sambrook, James. *The Eighteenth Century: The Intellectual and Cultural Context of EnglishLiterature1700-1789*. Routledge,Taylor &Francis Group, 1993.
5. Wall, Cynthia, editor. *A Concise Companion to the Restoration and the Eighteenth Century*.Blackwell,2005.

**CourseLearningOutcomes:**Uponsuccessful completion of the course,students will:
- be able to identify key writers, literary trends and movements of the Renaissance and Neoclassical periods of English literature.
- have a broad view of the major changes in sensibility and ideology characterizing the period.
- be able to engage with and contribute to the critical discourse on major literary works of the period.

| CourseCode | HS609 |
| --- | --- |
| Titleofthe Course | **Romantic and Victorian Literature** |
| Prerequisite | Nil |
| Credits(L-T-P) | 4 (4-0-0) |
| Instructor | **Dr.NishaViswanathan** |

**Course Learning Objectives:** This course offers an introduction to the salient texts, contexts and debates that shaped British literature and culture from the late18[th]century to the turn of the20[th]century. It aims to:

- Trace the growth of British Literature during the Romantic and Victorian ages, paying attention to the formal and contextual dimensions of representative texts.
- explore the social,cultural,political and intellectual contexts of the respective epochs.
- encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras.

**Course Content:**

**BritishRomanticism**

**A literary movement/period/sensibility?** Marilyn Butler, "Romanticism in England" from *Romanticism in National Context*(eds.RoyPorter,MikulášTeich,CambridgeUniversityPress,1988); Marlon Ross, "Breaking the Period: Romanticism, Historical Representation, and the Prospect of Genre." ANQ 6.2-3 New Series (April, July, 1993): 121-31; Thomas A. Vogler, "Romanticism and Literary Periods: The Future of the Past." *New German Critique* 38 (Summer 1986): 131-60.

**The Revolution and the First Generation Romantics**: William Blake: *The Marriage of Heaven and Hell*(1793);"Advertisement"to *LyricalBallads*(1798);WilliamWordsworth: Preface to *Lyrical Ballads* (1802 version), from *Lyrical Ballads:* "We Are Seven," "Tintern Abbey,""Lines Written in Early Spring,""Ode:Intimations of Immortality from Recollections of Early Childhood,"from *The Prelude*;Samuel Taylor Coleridge:"The Rime of the Ancient Mariner";"Kubla Khan," "Frost at Midnight," "Dejection: An Ode," "A Letter to Sara Hutchinson," selections from *Biographia Literaria*(1817).

**The Second Generation Romantics and the Women of British Romanticism**: Lord Byron, "Prometheus,"*Manfred*(1817);PercyByssheShelley,"Ode to the West Wind, " "Ozymandias,""Hymn to Intellectual Beauty,""Adonais,""A Defence of Poetry";JohnKeats,"LaBelle Dame sans Merci: A Ballad," "Eve of St. Agnes," "Ode to a Nightingale," "Ode on a Grecian Urn,""Letter to George and ThomasKeats"; MaryWollstonecraft,from *A vindication of the Rights of Woman*(1792);Select poems by Anna Laetitia Barbauld,MaryRobinson and Felicia Hemans; Jane Austen, *Persuasion* (1818); Mary Shelley, *Frankenstein* (1823); **Prose:**CharlesLamb,"A Dissertation Upon Roast Pig," "Detached Thoughts on Books and Reading"; William Hazlitt, "My First Acquaintance with Poets," from *Characters of Shakespeare's Plays* (1817).

**VictorianLiterature**

**Industrialism, Socialism, Empire:** Lawrence Poston, "1832: Finding the Beginning," from *A New Companion to Victorian Literature and Culture*; Isobel Armstrong, "Introduction: Rereading Victorian Poetry" from *Victorian Poetry: Poetry, Poetics, and Politics*; Thomas Carlyle, "Signs of the Times" (*EdinburghReview*,1829);Alfred, Lord Tennyson, "The Lady of Shalott," "Ulysses," "Tithonus," from *InMemoriam A. H. H* (1850); Robert Browning, "Andrea Del Sarto," "Fra Lippo Lippi," "Porphyria's Lover,""Calibanupon Setebos";Elizabeth Barrett Browning,"The Cry of the Children," from *Sonnets from the Portuguese* (1850); Friedrich Engels, from "The Great Towns" [from, *The Condition of the Working Class in England*,1845(trans.1887)];Charles Dickens,*HardTimes*(1854);Matthew Arnold, from *Culture and Anarchy* (1869);John Ruskin, "The Storm-Cloud of the Nineteenth Century."

**Religion,Aestheticism,"TheWomanQuestion"**:Gerard Manley Hopkins,"God's Grandeur,""The Windhover," "Carrion Comfort," "Thou art indeed just, Lord"; Dante Gabriel Rossetti, "The Blessed Damozel,""The Sonnet,""The Portrait,""The One Hope"from *The House of Life* ;Christina Rossetti, "InanArtist's Studio,""Remember,""Goblin Market";Mathew Arnold, "Dover Beach," "The Scholar Gypsy," "Thyrsis," "The Buried Life," from "The Function of Criticism at the Present Time" (1864);Emily Bronte, "I'm happiest when most away," "No coward soul is mine," *Wuthering Heights* (1847); Oscar Wilde, "The Criticas Artist," *The Importance of Being Earnest* (1895); Thomas Hardy, "Hap," "The Ruined Maid," "The Darkling Thrush."

**ReferenceBooks:**
1. Armstrong,Isobel.*Victorian Poetry:Poetry,Poetics and Politics*.Routledge,1993.
2. Butler,Marilyn.*Romantics,Rebels and Reactionaries:English Literature and its Background 1760-1830*. Oxford University Press, 1981.
3. Curran,Stuart,editor.*The Cambridge Companion to British Romanticism*.Cambridge University Press, 1993.
4. Greenblatt,Stephen,andM.H.Abrams,editors. *The Norton Anthology of English Literature*. 8th ed., Vol. 2, W.W. Norton, 2006.
5. Tucker,HerbertF.,editor.*A New Companion toVictorian Literature and Culture*.Wiley Blackwell, 2014.

**CourseLearningOutcomes:**Upon successful completion of the course, students will:
- be able to identify keywriters,literary trends and movements of the Romantic and Victorian eras.
- have a broad view of the major changes in sensibility and ideology characterizing the period.
- be able to engage with and contribute to the critical discourse on major literary works of the period.

| CourseCode | HS628 |
|---|---|
| Titleof theCourse | **Journalism and Media Studies** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Instructor | **Dr. Nisha Viswanathan** |

**Course Learning Objectives**: This course aims to:

- prepare students to critically examine the historical development and contemporary forms of media, understanding their social impact and the role they play in shaping public opinion and culture.
- guide students in creating persuasive ad copy, as well as in gathering information to craft compelling news stories andpresenting them across a range of media platforms, ensuring accuracy, clarity, and ethical standards.
- help students to cultivate critical thinking skills to assess media messages, identify biases, and understand how emerging technologies are transforming media practices and storytelling formats.

**Course Content**

**Media and the Public Sphere:** Introduction to Media Theories - Understanding Media Influence and Power - The Public Sphere: Historical Context and Contemporary Relevance -Media and Democracy: The Role of Journalism in the Public Sphere - Media Ethics and Accountability: Navigating the Ethical Dilemmas in Media

**Journalism and News Reporting:** Sociology of News: Exploring the Social Constructs of Journalism - Introduction to Print Media: News Categories and Components of a News Story - Reporting Techniques: Types of Reporting and their Impact -Writing for News: Planning and Crafting a News Article - Editing Processes: Refining and Polishing News Stories - The Role of Journalism: Objectivity, Ethics, and Public Trust - Social Media and Journalism: The Role of Digital Platforms in News Dissemination

**Advertising and Copywriting:** Semiotics of Advertising: Analyzing Advertisement Substance and Symbols - Brand Positioning: Strategies for Effective Brand Communication - Structure of Advertisements: Components and Rhetoric in Ad Design - Copywriting Techniques: Crafting Persuasive and Impactful Copy - Designing Advertisements: From Conceptualization to Execution

**New Media and Digital Storytelling:** Contemporary Trends in Digital Storytelling: The Rise of Convergence Culture - Demediation, Remediation and Transmediality - Transition from Radio to Podcasts - Podcasting and New Aural Cultures

**ReferenceBooks:**
1. Castells, Manuel. *The Rise of the Network Society*. Wiley-Blackwell, 2010.
2. Cook,G.*The Discourse of Advertising*.London:Routledge:1992.
3. Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. McGraw-Hill Education, 2012.
4. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York University Press, 2006.
5. Kovach, Bill, and Tom Rosenstiel. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. 3rd ed., Three Rivers Press, 2014.
6. Lezzi, Teresa. *Idea Writers: Copywriting in a New Media and Marketing Era*. Palgrave Macmillan, 2012.
7. McLuhan, Marshall. *Understanding Media: The Extensions of Man*. McGraw-Hill, 1964.

**CourseLearningOutcomes:**

Upon successful completion of the course, the students will be:

1. familiar with the basic elements of news gathering, news story crafting and news presentation across various media platforms.

2. familiar with the historical and contemporary landscape of media, including its evolution, different forms and their social impact.

3. able to exercise critical thinking about media messages, biases, and the influence of technology on media practices.

4. equipped to explore innovative storytelling formats and platforms, and prepared to navigate the dynamic and evolving landscape of digital media.

| CourseCode | HS605 |
|---|---|
| Titleof theCourse | **Indian Writing in English** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| NameoftheInstructor | **Dr Anu Kuriakose** |

**CourseLearningObjectives:**
This course introduces
• The writings in English from India from the colonial period till recent times.
• Debates surrounding the position of English in India.
• The Indian minds in contact with the colonial and Postcolonial reality

**Course Contents:**

**Introduction:**
Ram Mohan Roy, "The Need for Modern Education"; T.B. Macaulay, "Macaulay's Minutes on Education; Gauri Vishwanathan, "The Beginnings of Literary Study"; Vinay Dharwadker, "The Historical Formation of Indian-English Literature"; A.K. Ramanujan, "Is There an Indian Way of Thinking."

**Indian English Prose:** Bankim Chandra Chattopadhyay, Rajmohan's Wife; R.K. Narayan, The Grandmother's Tale; Arundhati Roy, The God of Small Things, Bama, Karukk; Hansda Sowvendra Shekhar, The Adivasi will not Dance.

**Indian English Poetry:** Toru Dutt, Our Casuarina Tree; Jayant Mahapatra, Hunger; Kamala Das, The Dance of the Eunuchs; A.K. Ramanujan, The Striders; Nissim Esekiel, Good Bye Party For Miss Pushpa T.S., R. Parthasarathy, Homecoming; Keki Daruwala, Death of a Bird; Vikram Seth, Unclaimed; Meena Kandasamy, Ms Militancy; Jerry Pinto, I want a poem; Arun Kolatkar, Jejuri.

**Theatre:** Vijay Tendulkar, Silence! The Court is in Session; Girish Karnad, Naga-Mandala.

**ReferenceBooks:**
1. Priyamvada Gopal, *The Indian English Novel: Nation, History and Narration*, OUP, 2009.
2. Baidik Bhattacharya and Sambudha Sen eds., *Novel Formations*, Permanent Black, 2018
3. Meenakshi Mukherjee, *The Perishable Empire: Essays on Indian Writing in English*, OUP, 2003.
4. K.R. Sreenivasa Iyengar, *Indian Writing in English*, Sterling Publishers, 1985.

**CourseLearningOutcomes:**
On completion of the course, the student will be able to
• Understand how English has adapted to the literary imaginations of the country.
• Demonstrate familiarity with major writers and their works
• Enunciate a nuanced comprehension of the position of English in India vis-à-vis Bhasha Literatures.

| Course Code | HS603 |
| --- | --- |
| Title of the Course | **Language and Linguistics** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3(3-0-0) |
| Name of the Instructor | **Dr Anu Kuriakose** |

**Course Learning Objectives:**
•To introduce the students to the origin of language and to provide them with a brief historical perspective of the English language.
• To impart the knowledge of fundamental concepts of Linguistics and Phonetics.
• To enable students to understand and analyse various theories of Linguistics and to integrate them into other domains of Applied Linguistics critically.

**Course Contents:**
Nature and origin of language: characteristics of language, theories of origin of language, varieties of language - language and communication - language as symbolic system – History of the standardization of English language- Indian Linguistics.

Branches of Linguistics: descriptive and prescriptive linguistics - theoretical linguistics - langue and parole - synchronic and diachronic approaches - Psycholinguistics – Sociolinguistics; language and society - language and culture – Phonetics- Phonology- Semantics- Morphology- Computational Linguistics.

Syntax and Grammar: Basic sentence patterns - structuralism – Traditional Grammar- phrase structure grammar and IC Analysis-TG grammar - grammatical structure- phrase structure grammar and IC Analysis- functional linguistics - syntagmatic and paradigmatic- sign - signifier - signified - semiology -stylistics.

Language Theories: Chomsky- Halliday- Piaget -Bloomfield - Whorfian Hypothesis- Literary influence in language- Influence of technology on English language AI and English language- language and media.

**Reference Books:**

1. Yule, George. *The Study of Language*. CUP, 1996.
2. Finch, Geoffrey. *Language and Linguistics: An Introduction*. Macmillan, 2000.
3. Syal, Pushpinder and D.V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics.* 2nd Edition. PHI
4. V. Syamala. *A Text Book of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2008.

**Course Learning Outcomes:**

• Students will be able to demonstrate knowledge of basic processes behind language production.
• They will be able to define and analyse linguistic materials in terms of syntax, morphology and semantics with appropriate examples.
• Students will be able to apply their theoretical knowledge to various fields of Applied Linguistics.

| CourseCode | HS625 |
| --- | --- |
| Titleof theCourse | **Elements of Literature (Elective)** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **Dr Anu Kuriakose** |

**CourseLearningObjectives:**

• To provide a working knowledge of the characteristics of each literary genre.
• To develop critical skills and analytical thinking through reading and discussion.
• To respond to literary texts in different forms across periods/cultures.

**Course Contents:**

Key Terms and Ideas: Terry Eagleton, "Rise of English Studies"; Raymond Williams, *Keywords: A Vocabulary of Culture and Society*; "Introduction" in Gary Day, *Class*; "Representation", "Structure", "Narrative", "Gender" and "Ideology" in Frank Lentricchia and Thomas Mclaughline eds. Critical Terms for Literary Study.

Ways of Reading: Stanley Fish, "Is there a text in the Class"; Fredric Jameson, "On Interpretation: Literature as a Socially Symbolic Act"; Stephen Best and Sharon Marcus, "Surface Reading: An Introduction"; Caroline Levine, "Forms"; Kate Chopin, "Story of an Hour"; J.L. Borges, "Pierre Menard, Author of the Quixote"; Ernest Hemingway, "Hills like White Elephants."

Poetry: Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, "Versification and Poetic Syntax,"William Shakespeare; "Sonnet 18,"ST Coleridge; "Kubla Khan," Emily Dickinson; "There's a Certain Slant of Light," Maya Angelou; "Still I Rise," Phillip Larkin; "Church Going," Fernando Pessoa; "Autopsychography," Arun Kolatkar; "An Old Woman," "The Station Master."

Narrative: Lawrence Sterne, Tristram Shandy, The Life and Opinions of Tristram Shandy, Gentleman, vol.1; Catherine Belsey, "Textual Analysis", Research Methods for English Studies;Wayne C. Booth, "Resurrection of the Implied Author; Why Bother?"

Theatre: Oscar Wilde, "The Importance of Being Earnest;"Moe Mayer, "Under the Sign of Wilde,"*The Politics and Poetics of Camp.*

**ReferenceBooks:**

1. Kelly J. Mays, The Norton Introduction to Literature, 2015.
2. Michael Myers, The Bedford Introduction to Literature, 2017.
3. Robert Scholes, Elements of Literature. OUP, 1990.

**CourseLearningOutcomes:**
On completion of the course:
• Students will interpret texts with attention to ambiguity, complexity, and aesthetic value.
• Students will demonstrate awareness of genre, rhetorical devices, and various literary forms.
• Students will read literature critically from a theoretical and formal perspective.

| Course Code | HS602 |
|---|---|
| **Title of the Course** | Modern Literature |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |
| Name of the Instructor | **Dr. Anu Kuriakose** |

**Course Learning Objectives:**
1. To examine what is "modern" about modernism.
2. To trace the growth of British Modern thought by exploring multiple sites of modernist expression.
3. To analyze modernist interventions through the lens of gender, class and nationality.

**Course Content**:

Modernist Paradigm: Nietzsche, "Epigrams and entr'acts"; Susan Stanford Friedman, "Definitional Excursions: The Meanings of Modern/Modernity/Modernism."; Raymond Williams, "When was modernism"; Astradur Eysteinsson, "The Making of Modernist Paradigms"; William Carlos Williams, "The Red Wheelbarrow"

Class and Reading Practices: John Carey, selections from *The Intellectuals and the Masses: Pride and Prejudice Among the Literary Intelligentsia, 1880-1939;* E.M. Forster, *Howards End*; *Downton Abbey,* Webseries

Time and Narrative: Henri Bergson, Selections from *Matter and Memory;* Samuel Beckett, *Waiting for Godot*; T.S. Eliot, *Four Quartets*

Libidinal Currents: Sigmund Freud, Beyond Pleasure Principle; Arthur Schnitzler, Dream Story; Christopher Isherwood, Goodbye to Berlin

Visuality and Modernism: Brassai, Selections from *Proust in the power of Photography*; Walter Benjamin, "Little History of Photography" and "*Work of Art in the Age of Its Technological Reproducibility*"; Dziga Vertov, *Man with a Movie Camera*

**Reference Books:**
1. Stephen Greenblatt, *The Norton Anthology of English Literature Vol II*., W. W. Norton, 2006.
2. Laura Marcus & Peter Nicholls eds., *The Cambridge History of Twentieth Century English Literature,* Cambridge University Press, 2012.
3. Michael Levenson, *Modernism*, Yale University Press, 2011.

**Course Learning Outcomes:**
On completion of the course, the student will be
1. Familiar with various social, cultural and intellectual movements of modernist age.
2. Enunciate a critical discourse on the major literary works of modernism.
3. Able to interpret the intertextual and intercultural horizon of modernist works.

| Course Code | HS616 |
| --- | --- |
| Title of the Course | Language Learning and Teaching |
| Prerequisite | Nil |
| Credits (L-T-P) | 3 (3-0-0) |

**Course Learning Objectives**:
- To analyze the students' presentation skill and to enhance their level of confidence.
- To empower the students with the opportunity to exhibit their competency and edify their peer group on the topic allocated.

**Course Content**

Approaches and Methods of Language Teaching - General Principles of Language Teaching - Theories of Language Learning - Needs Analysis in Language Teaching - Testing and Evaluation

Study of Language - Nature and Origin of Language - Language as a tool for Communication and Language as Communication - Modern Linguistics - Branches of Linguistics Studies - Varieties of Language - Communicative Competence Models - Structure of Language – Stylistics –Syntax – Semantics – Pragmatics – TG Grammar.

Speech Mechanism - Air-stream mechanism - Phonemes vs. Allophones - Principles of Phonemic Analysis - Phonological Rules and Representation - Segment vs. Features - Description and Classification of Consonants - Description and Classification of Vowels - English Diphthongs - Allophonic Variants - Spelling and Pronunciation - Phonetic Transcription - Syllable Structure-Consonant Clusters.

Writing as a composing process – higher order thinking and writing – reciprocal relationship of reading and writing – Academic writing and critical reading.

Reading as a writer – reflection of cognition in writing – focus on meaning and generation of ideas while writing.

**Reference Books:**
1. Jordan. R. R. English for Academic Purposes: A guide and resource book for teachers. CUP, 1997.
2. Wood F.T. An Outline history of the English Language. Macmillan, 2001.
3. Balasubramanian, T. A textbook of English Phonetics for Indian Students. Macmillan, 1993.
4. Tickoo. M. L. Teaching and Learning English. Orient Blackswan private Limited, 2003.
5. Michael L. Kamil, Judith A. Langer, Timothy Shanahan. Understanding reading and writing research. Allyn and Bacon, 1985.

**Course Learning Outcomes:**
- Students will be able to decimate their inhibition to present in front of the large audience group.
- They will be augmented to cogently present their thoughts and ideas.
- They will be able to hone their communication skill.

| Course Code | HS618 |
|---|---|
| **Title of the Course** | Comics and Graphic Storytelling |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |

**Course Learning Objectives:**
- To familiarize students of the history, culture and origins of comics.
- To introduce tenets of visual culture through close reading comics and graphic narratives.
- To introduce comics traditions and conventions across cultures.

**Course Content**

Origins of comics – Defining comics and comics as art -  Comics and other Media – Word and image relationships – Affordances and components of comics.

Language of comics – Rhetorical devices and techniques - Rise of Cartoons – Emergence of superhero narratives – Marvel and DC comics – Post comics code authority.

Rise of independent and Underground comics – Rise of autobiographical comics – *Maus*, History, and Ideology - Birth of graphic novels – Comics versus graphic narratives – Alternative superheroes - Comics readers

Recent trends in comics studies: Graphic medicine – Graphic justice – Emergence of web comics – Print versus web comics – Comics and technology/software – Comics and adaptations – Comics as journalism - Manga and Cross-Cultural Analysis

Comics culture in India - Grass root comics – Colonial and Political cartoons – Alternate Graphic narratives – Imagining mythologies and urban spaces – Nation, Gender and Iconography

**Reference Books:**
1. McCloud, Scott, and Mark Martin. *Understanding Comics: The Invisible Art*. New York, NY: William Morrow, Harper Collins Publishers, 2017.
2. Charles Hatfield. *Alternative Comics.* Jackson: UP of Mississippi, 2005.
3. Paul Gravett. *Graphic Novels.* New York, Collins, 2005.
4. Jean-Paul Gabilliet. *Of Comics and Men. A Cultural History of American Comic Books.* 2005. Trans. Bart Beaty and Nick Nguyen. Jackson: UP of Mississippi, 2010.

**Course Learning Outcomes:**
On completion of the course students will
- Write analytically about comics for their structure and meaning, using appropriate comics terminology.
- Analyze a range of comics and visual storytelling materials, from cartoons to webcomics.
- Appreciate graphic storytelling as a cultural and artistic practice.

| Course Code | HS620 |
|---|---|
| **Title of the Course** | Health Humanities |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |

**Course Learning Objectives:**
- To introduce how medical culture conceptualizes bodies, health and illness.
- To identify the role of humanities and the arts to the practice of professional medicine.
- To understand how the arts and culture provide and shape human condition, suffering, and well-being.

**Course Content**

Illness versus Disease – Rise of medical humanities – Global health humanities – Rise of 'active' patient – Social and Cultural history of Medicine - Phenomenological approach to Illness

Doctor-patient relationship – Death and Dying – Mental Health – The Idea of Doctor and doctoring – Gender and experience of illness – Bioculturalism

Nature of pain – Issues in caregiving – Trauma – Medicine and Technology – Plagues and Logic of Contagion - Tenets of Biomedicine

Cultural representation of Illness – Iconography of Illness – Health and Other Media – Hospital and Clinics – Bioethics – Imagining the patient – Disability studies

Graphic pathographies – Emergence of graphic medicine – Empathy – Coping – Graphic somatography and life writing.

**Reference Books:**
1. Jones, Therese, Delese Wear, Lester D. Friedman, and Kathleen Pachucki. *Health Humanities Reader*. 2014.
2. Bates, Victoria, Alan Bleakley, and Sam Goodman. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 2015.
3. Cole, Thomas R, Nathan Carlin, and Ronald A. Carson. *Medical Humanities: An Introduction*. 2017
4. Czerwiec, MK. *Graphic Medicine Manifesto*. Pennsylvania: PSUP, 2015.
5. Foucault, Michel. *The Birth of the Clinic*. London: Routledge. 2003.

**Course Learning Outcomes:**

On completion of the course students will
- Develop socio-cultural and metaphysical understanding of health, illness and well-being.
- Write/think analytically about medicine in relation to the arts
- Demonstrate enhanced skills of reading clinical situations and the patient/physician/caregiver narratives.

| Course Code | HS622 |
|---|---|
| **Title of the Course** | Film Studies |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |

**Course Objectives**
- This paper is designed to give an introduction to film theory, film genres and film classics.

**Course Content**

Language of Cinema: Sergei Eisenstein, "Word and Image" (from Film Sense); Andre Bazin, "Evolution of the Language of cinema" (from Movies and Methods); Jean-Louis Baudry, "Ideological Effects of the Basic Cinematographic Apparatus"

Feminist and Postcolonial Theories of Cinema: Laura Mulvey, "Visual Pleasure and Narrative Cinema"; Robert Stam & Louis Spence, "Colonialism, Racism and Representation: an Introduction" (all three from Movies and Methods); Wimal Dissanayake, "rethinking Indian Popular Cinema: Towards newer frames of understanding"

Film Classics: *Battleship Potemkin,* Sergei Eisenstein; *Wild Strawberries,* Ingmar Bergman; *Psycho,* Alfred Hitchcock; *Gone with the Wind,* Victor Fleming;
*Ran,* Akira Kurosowa; *Jurassic Park*: Steven Spielberg

Movements: Italian Neorealism, *Bicycle Thieves* ((Dir:Vittorio de Sica); French New Wave, *Breathless* (Dir: Jean Luc-Godard); New German Cinema, *Marriage of Maria Braun* (Dir: Werner Fassbinder); Third Cinema, *Lucia* (Dir. Humberto Solas)

Other Movies-Documentary: *Glass* (Dir. Bert Haanstra); *The Story of India* (Six Parts) Michael Wood

**Reference Books:**
Essays
1. Bill Nichols : "The Voice of Documentary: (from Movies and Methods)
   Books
1. James Monaco: *How to Read Cinema* (NY:OUP, 1981)
2. Philip Rosen(ed.): *Narrative, Apparatus, Ideology: A Film Theory Reader* (ColumbiaUniversity Press, 1986)
3. Ravi Vasudevan(ed.): *Making Meaning in Indian Cinema* (Sage, 2000)
4. Gopinathan. K (ed.): *Film and Philosophy* (Calicut University, 2003)
5. Lalitha Gopalan (ed.): *The Cinema of India* (London: The Wallflower Press. 2009)
6. Meena Pillai (Ed.): *Women in Malayalam Cinema* (Orient Black Swan, 2010)

**Course Learning Outcomes:**
- After doing a course in Film Studies the student is expected to critically theorise a film in various aspects.
- The student must be able to understand film as not just a medium of entertainment but a textual apparatus constituted of socio-political, psychological, and cultural bearings.

| Course Code | HS624 |
|---|---|
| **Title of the Course** | Introduction to Cognitive Sciences |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |

**Course Learning Objectives**:
- introduces the theories on cognitive sciences
- explains how different fields contribute to the study of the human mind
- analyses the neurobiological basis for cognitive abilities

**Course Content**

Psychological perspectives of cognitive science: Structuralism – Functionalism - Behaviorism - Psychoanalysis - Cognitive approach to learning

Introduction to: Consciousness - Social and cultural cognition - Cognitive neuroscience of learning - Cognition of emotion.

Neuroscience of: Perception - Thought processes - Information processing - Memory- Reasoning - Problem solving - Decision making - Human intelligence and artificial intelligence

Neuroscience of cognition: Cognitive development - How cognitive systems are organized in brain - Advances in medical imaging/ brain mapping

Language ability: Neuroscience of language acquisition - Universal grammar and Implications of Chomsky's theories on language acquisition

**Reference Books:**

1. Bermudez. J. L, Cognitive Science: An Introduction to the Science of the Mind, Cambridge University Press, 2010.
2. Friedenberg. J and Silverman. G, Cognitive Science: An introduction to the study of mind, Sage, 2011.
3. Gluck. M. A, Mercado. E, Myers. C. E, Learning and Memory: From Brain to Behavior, Worth Publishers. New York. 2016.

**Course Learning Outcomes:** On completion of the course will enable students to
- grasp the fundamental theories of cognition
- understand the brain basis for different types of cognition
- understand the neurobiology of cognitive abilities

| Course Code | HS626 |
|---|---|
| **Title of the Course** | Communicative Language Teaching |
| **Prerequisite** | Nil |
| **Credits L-T-P** | 3 (3-0-0) |

**Course Learning Objectives:**

- To familiarise students with features of a Task-based classroom and to enable them to develop a CLT based syllabus
- To raise the students' awareness of different evaluation methodologies pertaining to CLT
- To enhance their understanding of a learner centred classroom and the roles that teachers have to assume in classroom

**Course Content**

Theories of language - theories of communication - approaches in teaching communication — language and communication — lingua Franca — knowledge of language and its use - development of skills and strategies.

Communicative syllabus design — communicative competence and theoretical model — designing the model: parameters and process — communication needs: purposive domain, interaction and instrumentality- syllabus and curriculum— notional syllabus — situational syllabus — functional syllabus — procedural syllabus.

Learner-centered curriculum — theoretical bases — methodology in a learner-centered curriculum-concept of language proficiency - task components — grading tasks — sequencing and integrating tasks - task oriented syllabus design — activities for language use — language use and usage — learner autonomy — motivation, autonomy and achievement.

Role of teacher and learner - communicative language teaching -teacher and the curriculum -— cultural factors — need for innovation and flexibility — tasks and teacher development — classroom communicative competence.

Assessment of second language proficiency — types of assessment —techniques of assessment — assessment of second language proficiency - key concepts in evaluation - evaluation and teacher development — approaches to evaluation — purposes of evaluation — role of feedback.

**Reference Books:**
1. Littlewood, William. *Communicative Language Teaching: An Introduction*. CUP, 1983.
2. Nunan, David. *The Learner-Centred Curriculum.* CUP, 1988.
3. Munby, John. *Communicative Syllabus Design.* CUP, 1978.
4. Johnson, Keith. *Communicative Syllabus Design and Methodology.* Pergamon Press, 1982.
5. Nunan, David. *Designing Tasks for the Communicative Classroom.* CUP, 1989.

**Course Learning Outcomes:**

- Students will be able to decipher CLT and task-based curriculum.
- They will be able to enhance their learner autonomy in language learning.
- The will be able to comprehend various functions of assessment and evaluation in learning process.

| HS611 | TECHNICALCOMMUNICATION | *3-0-0* | *3 Credits* |
|-------|------------------------|---------|-------------|

**Objectives:**

The objective of the course is
- To develop the professional and communicational skills of learners in a technical environment.
- To enable students acquire functional and technical writing skills.
- To enable students acquire presentation skills to technical and non-technical audience.

**CourseDescription:**

This course intends to focus on the discourse of technical communication to make students familiar with the major components and practices within the field.This course concentrates on advanced writing and other communication skills, Principles and procedure of technical writing ; to analyzing audience and purpose, organizing information, designing graphic aids, and writing such specialized forms as abstracts, technical reports, proposals.

**Course Content**

**Communication:**

Concepts, goals and levels of communication -Barriers to effective communication – Psychology of communication- Significance of technical communication-Demonstration and evaluation of Scientific Reports, Note Taking Techniques – Writing and Talking about workplace relationships, Gender Issues, Stereotypes, Biases, Labeling

**Oral Communication:**

Tools and skills of communication- Presentation skills and Use of Power Point Slides, Public Speaking- Extempore / Prepared Speech-Body language and Non verbal Cues-Interview techniques- Discussion and Debates after Listening, Podcasts and Webcasts

**Written Communication:**

Effective Writing- Coherence and Cohesion-Report Writing- Drafting Proposals, Research papers- preparation of technical /software manuals – Reader Perspective -Two pass approach to reading papers and Summarizing a text –Non verbal cues in Writing - literature survey and organization - Ethics and Plagiarism

**Developing Listening Skills:**

Kinds of Listening – Developing effective listening skills; Barriers to effective listening skills- Listening Comprehension –Retention of facts, data & figures –Role of speaker in listening, Difference between note taking and note making.

**Technology and Communication:**

Telephone etiquette – Effective email messages –Editing skills –Visual Aids, Presentation Software –Document Processing Software – Elements of style in technical writing – Role of media in technology and communication - Library and Reference skills.

**References:**

1. Andrea J.Rutherford. (2007). *Basic Communication Skills for Technology*. New Delhi: Pearson Education in South Asia.
2. R.C. Sharma and Krishna mohan. (2011) .*Business Correspondence and Report Writing*. New Delhi: Tata McGraw Hill.
3. Whitesides,George M.(2004) Whitesides Group: Writing a Paper 302224, Advanced Materials 16 137530222677 (2004)
4. David Lindsay. (1995). *A Guide to Scientific Writing*. Macmillan.
5. Alley, Michael (2003) The Craft of Scientific Presentations, Springer.
6. StrunkJr.,William; E.B.White, (1999). The Elements of Style ,Fourth Edition, Longman; 4th edition
7. L.J.Gurak & J.M .Lannon (2010).*Strategies for Technical Communication in the Workplace.* 2nd Ed. New York: Pearson Education, Inc.
   Monippally, M.M. ,Pawar ,B.S.(2010) Academic Writing: A Guide for Management Students and Researchers, Response Books.
8. V.R. Narayanaswami (2005). *Strengthen Your Writing*, 3rded. Hyderabad : Orient Longman Pvt. Ltd.

**CourseOutcome:**

Learners will be able to:

| CO1 | Communicate to multiple professional audiences clearly and effectively through both written and verbal modes |
|-----|---------------------------------------------------------------------------------------------------------------|
| CO2 | Identify weaknesses in their own writing and apply appropriate revision processes to strengthen communication |
| CO3 | Analyse rhetorical aspects of audience, purpose, and context to communicate technical information effectively in written, oral, and visual media. |
| CO4 | Recognize structures or genres typically used in science and engineering, understand the processes that produce them, and the organizational and stylistic Conventions characteristic of them, and apply this knowledge to their own |

| | |
|---|---|
| **Title of the Course** | **Introduction to Graphic Medicine** |
| **Prerequisite** | NIL |
| **Credits (L-T-P)** | 3 (3-0-0) |
| **Name of the Instructor** | **Dr. Sathyaraj Venkatesan** |

**Course Learning Objectives:**
  (a) To offer students with a comprehensive understanding of the interdisciplinary field of graphic medicine, an intersection of comics and healthcare.
  (b) To develop critical analysis skills through close reading of graphic medical texts, informed by life writing and comics theories.
  (c) To introduce embodiment and accessibility in comics.

**Contents:**
Graphic medicine: Definitions and scope – Origins and evolution – Narrative medicine and health humanities – Categories of graphic medical narratives – Themes – Discussion on selected sections from *Graphic Medicine Manifesto*

Affordances of comics medium – Vocabulary of comics – Narrative and form – Art styles and techniques – Comics reception – Traditional print comics versus webcomics – Excerpts from *Understanding Comics*

Pathographies and graphic pathographies – Boom of graphic pathographies – Iconography of Illness– Multiple perspectives and viewpoints (patient, caregiver, healthcare worker) –Discussion on seminal graphic pathographies

Comics and education – Differences between educational and experiential graphic medical narratives –Use of comics in medical education and healthcare – Discussion on selected educational comics

Globalization and emerging trends in graphic medicine – Graphic medicine in India – International Associations (Taiwan, Singapore, Japan, Spain and Italy)

**Reference Books:**
  Czerwiec, M K et al. *Graphic Medicine Manifesto*. Pennsylvania: The Pennsylvania State UP, 2015.
  Groensteen, Thierry. *The System of Comics*. Jackson: University Press of Mississippi, 2007.
  McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: Harper Perennial, 1994.
  Squier, Susan Merrill, and Irmela Marei Krüger-Fürhoff, eds. *PathoGraphics: Narrative, Aesthetics, Contention, Community*. Penn State Press, 2020.
  Szép, Eszter. *Comics and the Body: Drawing, Reading, and Vulnerability*. The Ohio State University Press, 2020.

**Course Learning Outcomes:**
Upon successful completion of the course, students will:
  (a) learn how graphic medicine communicates the experiential aspects of illness, health and care
  (b) understand the affordances of comics medium
  (c) write analytically about graphic medical narrative for their structure, content and meaning, using appropriate terminology
  (d) understand the history and recent trends of/in graphic medicine

| CourseCode | HS641 |
|---|---|
| TitleoftheCourse | Cultural Politics, Ideologies, and Representation |
| Prerequisite | Nil |
| Credits (L-T-P) | 3(3-0-0) |
| Name of the Instructor | Dr. V.K. Karthika |

**CourseLearningObjectives**:To provide students with a comprehensive understanding of key cultural theories, thinkers, and debates in cultural studies
- To enable the students to examine how cultural production is linked to power dynamics, identity formation, and social structures
- To equip students with the methodological tools necessary for conducting independent research in cultural studies

**CourseContent**

**Key Concepts**: Culture, Anarchy and Civilization-The Politics of Identity: Caste, Race and Language-Ideology and Hegemony- Aesthetics, Visual Culture and Spectatorial Pleasure-Culture Industry, Commodification of Culture and Cultural Politics-Raymond Williams- Structures of Feeling, The Analysis of Culture, Cultural Materialism and Determination, Dominant, Emergent and Residual Culture, Culture is Ordinary. Stuart Hall- The Formation of Cultural Studies, Culturalism, Circuit of Culture, Cultural Representation, Reception Theory-F. R Leavis- Mass Civilization and Minority Culture-T. S Eliot- Notes Towards the Definition of Culture-E.P. Thompson- The Making of the English Working Class

**Culture and the Politics of Identity**- The Politics of Representation: Edward Said and Bell hooks-Hybridity: Homi Bhabha- Intersectionality and Identity politics: Kimberlé Crenshaw and Patricia Hill Collins- Performativity, Gender Identity, Queer Theory: Judith Butler and Michel Foucault- Race and Ethnicity: Frantz Fanon and Paul Gilroy-Class and Identity:Pierre Bourdieu and Antonio Gramsci

Art, Gender and Culture- Gender Representation in Visual Arts-Intersectionality in Art-Art as Feminist Praxis-The Body in Art: Gendered Perspectives-Colonialism, Gender, and Art- Digital Art and Gender-Gender and the Global Art Market-Art as a tool for activism

**Culture and Technology**- Digital Culture and Cyber culture and Cyborg Studies: Donna J Haraway-Counter culture and Subculture-Digital Surveillance-Information Society, Knowledge Economy and Intellectual Property-Global Networks, Digital Divide and Cultural Imperialism- Media, Male Gaze and Visual Culture Studies: Susan Sontag and Laura Mulvey- Mass Culture: Marshall McLuhan and Stein Braten

**Research Methods in Cultural Studies**- Textual Analysis: Discourse Analysis, Semiotic Analysis, Content Analysis- Cultural Criticism-Postcolonial Analysis- Spatial Analysis - Ethnography and Oral History- Case Study Research- Archival Research-Visual and Media Analysis- Interviews and Focus Groups

**References:**
1. Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage, 2004.
2. Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2008.
3. Nayar, Pramod K. *From Text to Theory: A Handbook of Literary and Cultural Theory*. Viva Books, 2017.
4. Pickering, Michael., editor. *Research Methods for Cultural Studies*. Edinburgh University Press, 2008
5. Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Pearson, 2012

**CourseLearningOutcomes:** Students will be able to

- Use the theories and analyse the cultural significations around them.
- Recognize the contributions of major theorists to the field of cultural studies.
- Demonstrate knowledge of key qualitative research methods in cultural studies.

| CourseCode | HS642 |
|---|---|
| TitleoftheCourse | Artificial Intelligence in English Language Education |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Name of the Instructor | Dr. V.K. Karthika |

**CourseLearningObjectives**:Thiscourse aims
- Understand foundational concepts of artificial intelligence and machine learning.
- Analyze the role of AI in language processing and generation.
- Explore ethical considerations surrounding AI in language research.
- Conduct research on AI applications in language education and linguistics

**CourseContent:**

AI and Education - Overview of AI: Definitions, history, and development of AI in educational contexts -AI in Education: Applications of AI in teaching, learning, and educational management - Adaptive Learning Systems: Personalized learning platforms and intelligent tutoring systems (ITS) AI-Driven Curriculum Development: The role of AI in designing and optimizing educational content -AI for Student Support: Virtual assistants, chatbots, and AI for addressing student needs. Choosing AI text and Image Generators

AI and English Language Teaching (ELT): Building ELT Curriculum Using AI- Lesson Planning with AI – AI to create and adapt materials – Teaching language Skills using AI - AI tools in grammar checking, language translation, and vocabulary building – Advanced Prompting Techniques – Integrating AI in a task cycle - Automated Feedback Systems: AI's role in providing immediate and accurate feedback on language use - Natural Language Processing (NLP): Applications of NLP in language teaching (chatbots, conversational AI) -Challenges and Opportunities: Impacts of AI on the role of teachers and language instructors.

AI and Language Assessment - Automated Language Assessment: AI systems for evaluating reading, writing, speaking, and listening skills - Computer-Based Testing (CBT): How AI enhances CBT platforms, including adaptive testing techniques - AI for Formative and Summative Assessments: The role of AI in providing continuous assessment - Plagiarism Detection: AI tools for maintaining academic integrity in language assignments and research - Challenges in AI-Based Language Assessment: Bias, fairness, and reliability in automated assessment systems.

Research and AI - AI for Data-Driven Research: AI's role in collecting, analyzing, and interpreting large-scale educational data - AI in Qualitative Research: AI tools for textual analysis, discourse analysis, and sentiment analysis - AI for Predictive Modelling: Applications in predicting student success, dropout rates, and learning paths - AI in Literature Reviews: Using AI tools to synthesize academic literature and identify research gaps - Research Automation Tools: How AI is transforming research workflows (reference management, paper drafting).

Ethics and AI - AI and Ethics in Education: Ensuring fairness, equity, and transparency in AI applications - Bias in AI Systems: Recognizing and mitigating bias in AI algorithms, particularly in language assessment and pedagogy - Data Privacy and Security: Ethical considerations of student data usage and storage - The Role of Educators: Navigating the ethical landscape of AI in education—responsibilities of teachers and institutions - AI in Academia: Ethical issues related to AI in academic publishing, peer review, and plagiarism detection.

**ReferenceBooks:**

1. Artificial Intelligence: A Modern Approach by Russell &Norvik, Pearson, 2003
2. Edmett, Adam &ichaporia, neenaz& Crompton, Helen & Crichton, Ross. (2023). Artificial intelligence and English language teaching: Preparing for the future. British Council, 2023.
3. Bostrom, N., & Yudkowsky, E. (2014). The Ethics of Artificial Intelligence.https://nickbostrom.com/ethics/artificial-intelligence.pdf
4. AI in Language Teaching, Learning, and Assessment. (2024). United States: IGI Global.
5. Transforming the Language Teaching Experience in the Age of AI. (2023). United States: IGI Global.
6. The Handbook of Technology and Second Language Teaching and Learning. (2019). United Kingdom: Wiley.
7. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence Unleashed: An Argument for AI in Education. https://static.googleusercontent.com/media/edu.google.com/en//pdfs/Intelligence-Unleashed-Publication.pdf
8. Kumar, S., Sharma, N. (2024). Artificial Intelligence in English Language Teaching (ELT): Revolutionizing and Enhancing ELT with AI. (n.p.): Amazon Digital Services LLC - Kdp.

**Course LearningOutcomes:**Thestudents'willbeable to
- create and execute lesson plans using AI and will be able to build curriculum integrating AI
- examine ethical issues such as bias, data privacy, and accountability in AI applications for language research
- design and conduct research that applies AI tools in language education, assessment, or linguistics research
- synthesize interdisciplinary insights to propose innovative AI-based solutions in language teaching and research contexts

| CourseCode | HS643 |
|---|---|
| TitleoftheCourse | Teaching English to Young Learners |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| Name of the Instructor | Dr. V.K. Karthika |

**CourseLearningObjectives:**Thiscourse aims
- To enable students to design and implement engaging, age-appropriate lesson plans for young EFL learners.
- To develop students' ability to evaluate and adapt teaching materials while effectively managing classroom dynamics.

**Coursecontent:**

**Characteristics of young learners** –understanding developmental stages– the role of play, games, and imagination in language learning-engaging young learners- the impact of cultural background on language learning-social and emotional influences on language learning.

**First and Second Language Acquisition**- Foundational theories of second language acquisition- Behavioursim - Cognitivism –Krashen's theories- Vygotsky'sSocial Constructivism-Scaffolding - Piaget's stages of development- the role of interaction and output in language acquisition- language development patterns

**Language teaching and practical lesson planning**- Total Physical Response - Introducing phonetic concepts through games, songs, and storytelling- Communicative approach- Task-based Language Teaching- Multilingual approach- Blended approach- Eclectic approach- Material diversity- Sourcing, identifying and shortlisting materials-Grading and customising materials- Introduction to the range of audio-visual and ICT-based material- Micro-teaching- Micro-teaching techniques: introduction, probing question, explanation, stimulus variation, board writing, achieving closure, feedback

**Classroom management strategies**- setting up a young learner-friendly classroom- using visuals, learning stations, and flexible seating to enhance engagement -positive and inclusive learning environment- using routines, rules, and rewards to maintain discipline- culturally responsive classroom management- Social and Emotional Learning to manage conflicts, encourage empathy, and build trust- demonstrating emotional regulation, active listening, and relationship-building skills

**Assessment and AI tools for enhancing language learning**- using educational technology-gamified learning- ethical considerations when using AI with young learners-Assessment practices for young learners-Various test formats-Formative assessment- Observation and feedback during activities - Continuous evaluation of progress through games, quizzes, and performance tasks- Summative assessment-interactions-Project-based assessments-Designing and conducting end-of-term assessments that suit young learners' cognitive abilities

**ReferenceBooks:**
1. Pinter, A. (2017). Teaching young language learners. Oxford University Press.
2. Shin, J. K., & Crandall, J. (2014). Teaching young learners English: From theory to practice. Heinle ELT, Cengage Learning.
3. Faber, A., &Mazlish, E. (2012). How to talk so kids will listen and listen so kids will talk. Simon & Schuster.
4. Garton, S., & Copland, F. (Eds.). (2019). The Routledge handbook of teaching English to young learners. Routledge.
5. Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
6. Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.

**Course LearningOutcomes:**Thestudentswillbe able to
- Apply relevant theories to understand young learners' needs and translate them into practical teaching strategies.
- Manage classroom dynamics, design age-appropriate lesson plans, and implement diverse pedagogical approaches.
- Employ AI tools and online resources to enhance teaching effectiveness.
- Create formative and summative assessments tailored to young learners' cognitive abilities.

| CourseCode | **HS631** |
|---|---|
| Titleof theCourse | The Neuroscience of Reading |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Joseph Ponniah** |

**CourseLearningObjectives:**
This course:
   • Presents the basic understanding of intelligence in the field of neuroscience.
   • Provides insights about the neurobiological underpinnings of reading and cognition.
   • Simulates new thinking about the neuroscience of language and reading

**Course Content:**

Organizing Reading: The Eye, a Poor Scanner-Search for Invariance-Amplifying Differences-The Word Tree-Silent Voice-Limits of Sounds-Logic of our Spelling System-Dream of Transparent Spelling-Reading Routes-Mental Dictionaries-Parallel Reading-Active Letter Decoding-Conspiracy in Reading-Brain Mechanisms of Reading

Brain's Letter Box: Dejerine's Discovery-Pure Alexia-Decoding the Reading Brain-Universality of Reading-Electrodes in the Brain-Subliminal Reading-Culture and Brain-Brains of Chinese and Japanese Readers-Beyond the Letterbox-Sound and Meaning-From Spelling to Sound-Neuronal Recycling-Neurons for Reading-Bigram Neurons-Neuronal Word Tree-Reader's Cortex

Learning to Read: The Alphabet-The Vowels-The Birth of Future Reader-Phonemic Awareness-Graphemes and Phonemes-Orthographic Stage-Brain of a Young Reader-Illiterate Brain-Reading Wars-The Myth of Whole Word Reading-Cortical Baises that Shape Reading

Reading Disorders: Atypical Neurodevelopmental Variation as a Basis for Learning Disorders-Associations and Disassociations within an Atypically Developing System-Defining and Differentiating Dysgraphia, Dyslexia and Language Learning Disability within a Working Memory Model-The Dyslexic Brain

Reading, Intelligence and Genetics: The Structure of Mental Abilities and the g-factor for Reading Achievement-The Evolving View of Genetics-Molecular Genetics and the Hunt for Intelligence Genes-Molecular Changes and Reading Behavior

**ReferenceBooks:**
   1.Dehaene, S. (2010). Reading in the Brain: The New Science of How We Read.
 2.Haier, R. J. (2016). The Neuroscience of Intelligence.
   3.Mody, M., & Silliman, E. R. (2008). Brain, behavior, and learning in language and readingdisorders. In Guilford Press eBooks.

**Course Learning Outcomes:**
Upon completion of the course students will:
  • Deduce molecular changes and reading behavior.
  • Understand theneurobiology of reading and cognition.
  • Apprehend about the development and disorders of language and reading.

| CourseCode | **HS632** |
|---|---|
| Titleof theCourse | Language and the Human Brain |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Joseph Ponniah** |

**CourseLearningObjectives:**
This course:
  • Examines the mechanisms of language development and acquisition
  • Introduces the relationship between language and its neurobiological predispositions.
  • Helps to take a multi-disciplinary and holistic approach towards language learning.

**Course Content:**
Language as a Specific Cognitive System: Language Network-Auditory Input and
Comprehension-Word Form and Syntactic-Semantic Information-Initial Phrase Structure
Building-Influence of Syntactic Relations in Sentence Processing-Semantic Relations-Processing
Prosody-Functional Neuroanatomy of Language Comprehension.

Language and Modularity: Modularity of Mind and Language Acquisition-Brain Regions
forLanguage Learning-Association and Dissociation between Language and Cognition-
Connectionbetween Language and Other Domains-Role of White Matter in Connecting Different
Areas of theBrain.

Neuroanatomical Pathways of Language: Interpreting Cross Hemispheric Pathways-
Neuroanatomy of Syntactic and Semantic Networks-The Neural Circuit of Language-
Universality of Neural Language Network.

Growth of Neural Language Network: Language Development in the Initial Stages-Refinement
of Language-Structural and Functional Connectivity During Development-An Integrative View
of the Language Network.

Language and Cognition: Lateralization of Language-Subcortical Contributions to Language-
Verbal Working Memory-Neural Mechanisms of Music and Language-New Horizons in the
Study of Language.

**ReferenceBooks:**
    1. Chomsky, N. *New Horizons in the Study of Language and Mind.* Cambridge University
Press, 2000.
 2.Friederici, D. Angela. *Language in our Brain*. The MIT press. 2017.
    3. The Oxford Handbook of Neurolinguistics. (2019). In *Oxford University Press eBooks*.

**Course Learning Outcomes:**
Upon completion of the course students will:
  • Understand language and its influence on the human brain.
  • Encompass the mechanisms of language development and acquisition
  • Develop a holistic perspective encompassing biological insights into language acquisition.

| CourseCode | **HS633** |
|---|---|
| Titleof theCourse | Learning, Memory & Cognition |
| Prerequisite | Nil |
| Credits(L-T-P) | 3 (3-0-0) |
| NameoftheInstructor | **R. Joseph Ponniah** |

**CourseLearningObjectives:**
This course:
• Explores the state-of-art view of neuroscience in cognitive psychology.
  • Introduces the fundamental concepts of learning, memory and cognition.
  • Helps understand the mental computations underlying cognitive functioning.

**Course Content:**
Language: Origins of Language-Meaning, Structure and Use-Universal Grammar-Neural Systems-Comprehension of Language-Word Recognition-Sentence and Discourse Comprehension-Reading Speed and Comprehension

Scope of Cognitive Psychology: Historical Perspective-Defining Cognitive Psychology-Mental Representations-Stages of Processing-Cognitive Architecture-Memory Stores-Emotion-Cerebral Cortex and Parallel Processing

Memory Systems: Iconic Memory-Echoic Memory-Short Term Versus Long term Memory-Working Memory-Types of Long-Term Memory-Prospective Memory-Encoding and Storing Events-Retrieval Process-MemoryConsolidation and Reconsolidation- Active Forgetting and Learning

Problem Solving: Types of Thinking-Domain-Specific Knowledge and Metacognition-Historical Versus Process Creativity-Stages of Creativity-Creativity Blocks-Sources of Creativity-Creativity Production-Content Knowledge, Thinking and Problem Solving

Attention, Reasoning and Decision Making: Filter and Capacity Theories-Automatic Processes-The Central Bottleneck-Visual Attention-Syllogistic Forms-Common Errors-Cognitive Constrains-Valid and Invalid Conditional Reasoning-Subjective Utility-Heuristics of Decision Making-Emotion and Thinking

**ReferenceBooks:**
    1. Chomsky, N. (2002). On nature and language. Cambridge University Press.
2.Kellogg, R. T. (2012). *Fundamentals of Cognitive Psychology*.
    3. Smith, E. E., &Kosslyn, S. M. (2007). Cognitive Psychology: Mind and Brain. Pearson.

**Course Learning Outcomes:**
Upon completion of the course students will:
  • Understand the memory system for better learning experiences
  • Illustrate the concepts of cognitive sciences such as attention, learning and memory.
  • Elucidate the knowledge of neural basis of language and memory.

| CourseCode | HS637 |
|---|---|
| Titleof theCourse | Introduction to Theories for the Humanities |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| NameoftheInstructor | **Dr Anu Kuriakose** |

**CourseLearningObjectives:**

This course will enable the students to:
1. Develop a comprehension of the significance and scope of the study of Humanities
2. Understand and evaluate cultural studies theories and praxis within the Humanities discipline
3. Develop a critical insight to apply the intersectional theoretical framework of gender, stardom, celebrity cultures and fandom into sports cultural studies

**Course Contents:**

**Module-1 Introduction to Humanities:**
Definition, Scope, History, & Importance
Selections from *A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present* by Rens Bod, Oxford UP

**Module -2 Different Interpretations of Culture within Humanities Studies**
What is Culture? Culture and Cultural Identities, Values, Key Lenses for Culture Studies
Raymond Williams' "Culture is Ordinary" - Roland Barthes' "Rhetoric of the Image", "Mythologies" - Edward Said's "Orientalism" – Homi Bhaba's "The Other Question" - 'Lyotard's "The Postmodern Condition"

**Module-3 Gender Theories within Humanities**
Judith Butler's "Gender Trouble", "Bodies that Matter: On the Discursive Limits of Sex", Gayle S. Rubin's "Rethinking Sex: Notes for a Radical Theory of the Politics of Sexuality"- Hannah Arendt's "The Human Condition" - Bell hooks' "Understanding Patriarchy"

**Module-4 Theorizing Star, Celebrity, & Fandom**
Definition, Scope, History, & Importance
Celebrity Cultural Studies - G. Turner's "Approaching Celebrity Studies" - Jenkin's "Convergence Culture" – S.V. Srinivas' "Fan"– Star Studies – Mark Rowland's "Fame" - Evans' "Sex and celebrity Culture"- Evans and Riley: "Immaculate Consumption: Negotiating Sex Symbol in Postfeminist Celebrity Culture" - Shimmel, Harrington and Bielby: "Sport in Society: Cultures, Commerce, Media, Politics" - Mark Duffett's "Understanding Fandom: An Introduction to the study of media fan culture" – Paul Booth's "Digital Fandom: New media studies"

**Module-5 Sports Cultural Studies in Humanities**
Definition, Scope, History, & Importance
Veena Mani and Mathangi Krishnamurthy: "Postcolonial Sporting Body", "Sociology of Sport: India" - Sonal Jha's "Representing the Sportsperson: Television Advertisements and the Evolution of Sports Discourse in India" - Toni Bruce's "New Rules for New Times: Sportswomen and Media Representation

in the Third Wave" - Momin Rahman's "The Burdens of The Flesh: Star Power and The Queer Dialectic in Sports Celebrity" - Nalapat's "Sport, Celebrity and Popular Culture"

**ReferenceBooks:**
1. Rens Bod, *A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present.* Oxford UP, 2014.
2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity.* Routledge, 1990.
3. Turner, G. "Approaching celebrity studies." *Celebrity Studies*, *1*(1), 11–20. 2010. https://doi.org/10.1080/19392390903519024
4. Veena Mani and Mathangi Krishnamurthy. *Postcolonial Sporting Body.* Emerald Publishing, 2024
5. Booth, Paul. *Digital Fandom: New Media Studies*. Peter Lang. 2010.

**CourseLearningOutcomes:**

The students will demonstrate their ability in
1. Understanding the significance and scope of Humanities discipline and allied theoretical framework in cultural discourses
2. Using the critical ability to evaluate concepts of gender, stardom, fandom, and sporting bodies, within cultural studies
3. Applying critical thinking skills to analyze and synthesize information from various cultural discourses

| CourseCode | HS638 |
| --- | --- |
| Titleof theCourse | **Texts & Contexts in Gender Studies** |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| NameoftheInstructor | **Dr Anu Kuriakose** |

**CourseLearningObjectives:**

1. To introduce students toan interdisciplinary framework of gender studies
2. To familiarize the students with the concepts of inequality, sexuality, masculinity, and the interaction of gendered social processes
3. To help students examine new ways of looking at gender possibilities, like contextualizing the plurality of bodies at the intersection of science and technology

**Course Contents:**

**Module 1:**
Intersecting Gender and Feminism; Feminist Consciousness and Gendered Experiences in Simone de Beauvoir.
Gender and Race: Black Feminism and Intersectionality.
**Module 2:**
Gender Blurring and Unmasking Heterosexual Assumptions: Toni Morrison, Nancy Chodorow and Teresa de Lauretis.
Introducing Queer Theory: Eve Sedgwick and Gayle Rubin.
Gender and Nonconformity in Queer Literature.
Gender Performativity and the Heterosexual Matrix: Judith Butler.
**Module 3:**
Gender, Speech and Subjectivity: Judith Butler.
Precarity, Assembly and Gender Politics: Judith Butler; Global Gender Movements.
Contextualizing Contemporary Masculinities and Approaches to Men's Studies.
**Module 4:**
Cyborg Women and Technologies of the Gendered Body: Anne Balsamo.
Biopolitics of the Gendered Body: Jemima Repo, Emily Cox-Palmer-White and Donna Haraway.
**Module 5:**
Post-Human and Post-Woman: Nomadic Subjectivities and the Futures of Gender: Rosi Braidotti and Francesca Ferrando

**ReferenceBooks:**

1. Balsamo, Anne. *Technologies of the Gendered Body: Reading Cyborg Women*. Duke University Press, 1996.
2. Beauvoir, Simone D. *The Second Sex*. Translated by H. M. Parshley, Knopf, 1953.
3. Beauvoir, Simone de. *The Ethics of Ambiguity*. Translated from the French by Bernard Frechtman. Citadel, 1975.
4. Braidotti, Rosi. *The Posthuman*. John Wiley & Sons, 2013.
5. Butler, Judith. *Bodies That Matter: On the Discursive Limits of Sex*. Routledge, 1993.
6. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity.* Routledge, 1990.
7. Butler, Judith. *Undoing Gender*. Routledge, 2004.
8. Connell, R. W. *Masculinities*. Polity Press, 2006.
9. Jardine, Alice A., and Paul Smith. *Men in Feminism*. Routledge, 2014.
10. Lauretis, Teresa D. *Technologies of Gender: Essays on Theory, Film, and Fiction*. 1987.
11. Morrison, Toni. *Beloved*. Alfred A. Knopf, 1987.
12. Repo, Jemima. *The Biopolitics of Gender*. Oxford UP, 2015.
13. Rubin, Gayle S. "Thinking Sex." *Sexualities II: Some Elements for an account of the Social Organisation of Sexualities.* Routledge, London, 2002. 188-202.
14. Sedgwick, Eve K. *Epistemology of the Closet.* University of California Press, 1990.

**CourseLearningOutcomes:**

1. Students comprehend the interdisciplinary framework of gender theories and philosophers.
2. Students evaluate existing social forms and cultural production using gender theories they learnt.
3. Students apply their knowledge of gender studies to formulate a new form of scientific biopower, which can envision concepts such as post-human and post-woman under a transhumanist discourse.

| CourseCode | **HS639** |
| --- | --- |
| Titleof theCourse | Visual Cultural Studies Using Film & Media |
| Prerequisite | Nil |
| Credits(L-T-P) | 3(3-0-0) |
| NameoftheInstructor | **Dr Anu Kuriakose** |

 **CourseLearningObjectives:**

This course will enable the students to:
1. Develop a comprehension of the significance, field, and scope of the study of visual cultures concerning film and other forms of media
2. Understand the theoretical framework, tools, and techniques in reading visual cultural texts
3. Apply theories of visual culture into practice by critically evaluating selected texts

**Course Contents:**

**Module 1**

Introduction to Vision and Visuality; Visual Culture; Meanings of an Image through objects, aesthetics, and Spectatorial Pleasure- Key ideas

**Module 2**

Cultural Theories; Raymond Williams; Stuart Hall;
Modernism and Postmodernism; Lyotard, Foucault
Theories of Ideology; Adorno and Horkheimer on Culture;
Culture Industry and Mass Deception, Walter Benjamin

**Module 3**

The Evolution of Media: Print Forms; Media and Culture; Media, Culture and Technology
Word and the Image: Drama, Photography, Birth of the Cinema; Television, the Internet
Language of Films: Mise-en-scene, Type of Shots, Camera angles/movements

**Module 3**

Principals and Factors of Visual Designs; Visual Narratives- Field Theory and Gestalt; Origin and Development of Photography; Emergence of Virtuality; Aesthetics of Abstract Art Consumer Culture and Visual Objects in Films; Film as a Visual Culture; Definitions, Classifications, genres of films; Artistic Functions of Film; Mediative Functions of Film; Films and Spectatorial Experience

**Module 5**

Concepts- Popular Culture, Consumerism, Culture Jamming, Visual Iconoclasm
Body Culture Studies and Representation of Men, Women, Queer & Trans people in various visual Media; Intersectional perspectives on the gendered body in visual media

**ReferenceBooks:**

- Nicholas Mirzoeff, (1999) "What is visual culture?" in An Introduction to Visual Culture, London and New York: Routledge, 1 - 34.
- William Innes Homer, (1998) "Visual Culture: A New Paradigm," in *American Art* 12, no. 1, 6-9.
- Barthes, R. (1977). 'Rhetoric of the Image' in *Image-Music-Text*, ed. and trans. Stephen Heath. London: Fontana.
- Sturken and Cartwright, (2009) "Images, Power, and Politics" in *Practices of Looking: An Introduction to Visual Culture*, 2nd ed. London: Oxford.
- Mirzoeff N. (1999). 'The age of Photography' in *An Introduction to Visual Culture*. London: Routledge.
- Hirsch, Robert (2022), *Light and Lens: Thinking About Photography in the Digital Age*. 4th ed. London: Routledge.
- Sturken and Cartwright (2009), "Advertising, Consumer Cultures, and Desire" |in Practices of Looking-An Introduction to Visual Culture, Advertising, Consumer Cultures, and Desire
- Horkheimer, M., & Adorno, T. W. (2020). The culture industry: Enlightenment as mass Deception, in Dialectic of Enlightenment, (pp. 94-136). Stanford University Press.
- Hall, S. (1975). "Encoding and Decoding in the Television Discourse", *Education and Culture* 6 (Strasbourgh: Council of Europe).
- Parker, Robert Dale, (2012). Critical Theory: A Reader for Literary and Cultural Studies. U.K.: Oxford University Press.
- Giulia Battaglia, Paolo Favero, (2019) Reflections upon the Meaning of Contemporary Digital Image-making Practices in India in Arts and Aesthetics in a Globalizing World, Daniel Herwitz, Bloomberry Academic
- Mulvey, Laura. Visual Culture and Narrative Cinema. 1975.

**CourseLearningOutcomes:**

The students will demonstrate their ability in
- Understanding the significance and scope of visual cultural discourses
- Using the theoretical framework and critical ability to evaluate concepts and visual cultural studies
- Apply their knowledge to discuss nuances of gendered bodies with various visual cultural texts like films, photography, etc.

| Course Code | HS 635 |
|---|---|
| Title of the Course | **Applied Linguistics and language pedagogy** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3 (3-0-0) |
| Name of the Instructor | Dr. S Mekala |

**Course objectives**: The course aims to
- introduce the students to the fundamental concepts of applied linguistics
- understand language acquisition and learning
- enhance the understanding of multilingualism and language policy with a focus on creating inclusive and equitable learning environment
- explore the relevance of linguistic theory to the aspects of pedagogy and the implications of language use for education

**Unit 1: Introduction to Language and Applied Linguistics**
- Evolution of language
- Introduction to Applied Linguistics
- Applications of linguistics in real-world scenarios
- Contrastive linguistics: trends and approaches
- Grammar and lexis: cohesion and coherence
- Form and meaning: semantics, pragmatics
- Grammatical competence, communicative competence, discourse competence

**Unit 2: Sociolinguistics**
- Language and society – Speech communities, language in social interactions, language, identity and power, ethnography of communication
- Language in contact - language variety, accent and dialect, idiolect, register, jargon, diglossia, sociolect, pidgin and creole, bilingualism, multilingualism, speech acts
- Language policy and planning in India: Standard varieties and classical languages, language pedagogy, language movements (the case of India)
- Language ecology: indigenous languages, language loss, language endangerment, attrition and death, language documentation, conservation and revival
- Linguistic landscape: sociolinguistic aspects of commercial advertisements and signs

**Unit 3: Psycholinguistics**
- Developmental Psycholinguistics - Language Acquisition and Learning -Language Acquisition Device, First Language Acquisition, Second Language Acquisition, L1 interference, interlanguage
- Language processing – comprehension and production, language and cognition, behaviourist and cognitivist theories of learning
- Applied psycholinguistics – Aphasia, dyslexia and anomia, language in mental retardation, language loss in ageing, therapeutic intervention

**Unit 4: Language Pedagogy**
- Overview of language teaching methods: Grammar-Translation, Communicative Language Teaching, Task-Based Learning
- Pedagogical principles for teaching language skills: Listening, Speaking, Reading, Writing
- Relevance of linguistics to teaching-classroom methods, selection of materials, assessment
- Managing learner difficulties

**Unit 5: Technology in Language Teaching**
- Role of technology in language teaching: blended learning, online learning
- Tools for language teaching: Learning Management Systems (LMS), language apps
- Challenges and opportunities in using technology

**Reference Books:**

1. Hudson, R. A. (2001). Sociolinguistics (2nd ed.). Cambridge Textbooks in Linguistics, Cambridge Cambridge University.
2. Corder, S.P.M. (1973) *Introducing Applied Linguistics*. Penguin Books, London.
3. Cook, V. (2003). *Applied Linguistics*. Oxford University Press.
4. Scovel, T. (1998*). Psycholinguistics.* Oxford University Press.
5. Richards, J. C., & Rodgers, T. S. (2014*). Approaches and Methods in Language Teaching (*3rd ed.). Cambridge University Press
6. Richards, J.C., & Schmidt, R.W. (2011*). Longman Dictionary of Language Teaching and Applied Linguisti*cs (4th ed.). Routledge
7. Chapelle, C. A., & Sauro, S. (2017). *The Handbook of Technology and Second Language Teaching and Learning*. Wiley-Blackwell

**Course outcomes**: Students will be able to
- demonstrate knowledge of the key concepts in applied linguistics and how it relates to language teaching and learning
- appreciate and reflect on the diverse perspectives on language use in society
- evaluate teaching methods critically

| Course Code | HS 634 |
|---|---|
| Title of the Course | **Assessment and Teaching of 21$^{st}$ Century Skills Education** |
| Prerequisite | Nil |
| Credits (L-T-P) | 3 (3-0-0) |
| Name of the Instructor | Dr. S Mekala |

**Course objectives**: The course aims
-   To develop a comprehensive understanding of key 21$^{st}$ century skills, such as critical thinking, communication, collaboration, creativity, digital literacy, problem-solving, and their relevance in modern education.
-   To develop effective teaching strategies to foster 21$^{st}$ century skills in diverse classroom settings.
-   To develop proficiency in designing and applying assessment tools and techniques that effectively measure students' acquisition of 21$^{st}$ century skills.
-   To utilize suitable teaching practices to accommodate diverse learning styles, cultural contexts, and educational needs.

**Unit I: Creativity and Critical Thinking**
Creativity - Inventiveness -Innovativeness – Receptiveness-Brainstorming- Lateral Thinking- Creative Problem Solving – Critical Thinking and Problem Solving - Inductive and Deductive Reasoning - Problem Solving and Decision-Making - Global Interconnectedness - Art of Questioning - Higher Order Thinking Skills - Assertiveness and Emotional Resilience – Framework for Teaching Creative and Problem-solving Tasks.

**Unit II: Communication and Collaboration**
Content Generation - Coherence and Cohesion -Language and Rhetoric - Note-taking - Note-making - Verbal and Non-verbal Cues -Presentation Skills - Interpretation and Inference - Summarization - Group Cohesiveness Group Dynamics - Group Planning and Common Goal Setting - Team Building - Team Performance and Management – Framework for Teaching Communication and Collaborative skills.

**Unit III: Flexibility and Adaptability**:
Prioritization - Team Play - Negotiation - Organizational Workflow - Ambiguity Management - Work-Life balance - Initiative and Self-Direction- Self-assessment and Self-reflection - Life-long Learning - Goal and Career Management - Professional Expertise - Information Management- Intrinsic and Extrinsic Motivation - Time and Workload Management – Framework for Teaching Flexibility and Adaptability Skillset.

**Unit IV: Social and Cross-Cultural Skills**
Cross-Cultural Socialization - Network-Building-Productive Team Work - Cooperativeness - Cultural Liaison - **Productivity and Accountability** - Goal Setting- Punctuality - Project Management- Multitasking-Reliability- Work Ethics - Personal Accountability - Total Quality Management -**Leadership and Responsibility** - Interpersonal Skills and Delegation Skills - Team Leadership -Responsible Leadership - Team Integration - Ethical Integrity - Criticism Management - Performance Management - Resource Management - Community Participation - Corporate Social Responsibility – Pedagogical Perspectives on Transferable Skills.

**Unit V:Assessment** - Assessment and Teaching of 21$^{st}$ Century skills (ATC21) – P21 Framework – PISA - Formal and Informal Assessments- Formative and Summative Assessments- Norm-referenced and Criterion-referenced tests- Traditional and alternative assessment methods- Principles of Language Assessment: Practicality, Reliability, Validity, Authenticity, Washback -Standard-Based assessments- Designing assessment tasks for speaking, listening, writing and reading- CEFR – ACTFL -Alternatives in assessments- Performance-based assessments – Portfolio and Journal assessments - Self- and Peer-assessments: Types and guidelines- Grading and student evaluation- Philosophy of grading – Guidelines for selecting grading criteria – Absolute and relative grading – Guidelines for grading and evaluation.

**References:**
1. Care, E., Griffin, P., & Wilson, M. (Eds.). (2018). *Assessment and teaching of 21st century skills*. Springer Cham.
2. Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
3. Raman, M., & Sangeeta, S. (2019). *Professional English*. Oxford University Press.
4. Chu, S. K. W., Reynolds, R. B., Tavares, N., Notari, M., & Lee, C. W. Y. (2017). *21st century skills development through inquiry-based learning: From theory to practice*. Springer Science Business Media.
5. Rajak, A. (2020). *21st century skills and education*. Notion Press.
6. Bellanca, J., & Brandt, R. (Eds.). (2010). *21st century skills: Rethinking how students learn*. Solution Tree Press.

**Course Outcomes:** The students will be able to
- demonstrate four Cs and Life and Career skills in their 21st-century workplace environment.
- incorporate instructional teaching that promotes learner autonomy, lifelong learning and digital literacy skills.
- design and implement assessments for 21$^{st}$ Century skills.
- evaluate current educational policies and trends pertaining 21$^{st}$ century skills.

| Course Code | HS 636 |
|---|---|
| **Title of the Course** | **Research Methodology in Applied Linguistics** |
| **Prerequisite** | Nil |
| **Credits (L-T-P)** | 3 (3-0-0) |
| **Name of the Instructor** | Dr. S Mekala |

**Course Learning Objectives**: This course aims
- To familiarize students with fundamental research methodologies in applied linguistics.
- To equip students with the skills required to conduct independent research.
- To critically evaluate research studies in the field of applied linguistics.
- To understand ethical considerations and develop sound research proposals.

**Unit 1: Introduction to Research in Applied Linguistics**

- Key Concepts: Research, Applied Linguistics, Types of Research (qualitative vs. quantitative, mixed methods)

- Overview of Research in Applied Linguistics: Focus areas (language acquisition, sociolinguistics, psycholinguistics, language policy)

- Steps in the Research Process: Identifying a research problem, literature review, formulation of research questions

- Research ethics

**Unit 2: Research Design and Sampling in Applied Linguistics**

- Research Designs: Experimental, quasi-experimental, case studies, longitudinal, cross-sectional studies

- Sampling Methods: Probability and non-probability sampling, sample size, representativeness, and generalizability

- Variables and Hypotheses: Independent and dependent variables, operationalization, null and alternative hypotheses

- Designing Research Instruments: Surveys, interviews, observation, and tests

**Unit 3: Data Collection Methods in Applied Linguistics**

- Qualitative Methods: Interviews, focus groups, ethnography, case studies

- Quantitative Methods: Questionnaires, tests, corpus analysis, experimental methods

- Mixed-Methods Research: Integration of qualitative and quantitative data

- Challenges in Data Collection: Reliability, validity, bias, ethical considerations

**Unit 4: Data Analysis in Applied Linguistics**

- Qualitative Data Analysis: Thematic analysis, discourse analysis, content analysis, coding techniques

- Quantitative Data Analysis: Descriptive statistics, inferential statistics, T-tests, ANOVA, regression analysis

- Software for Data Analysis: Introduction to SPSS and other relevant tools

- Interpreting Data: Making sense of patterns, drawing conclusions, and linking data to research questions

**Unit 5: Writing and Presenting Research in Applied Linguistics**

- Structure of Research Reports: Introduction, literature review, methodology, results, discussion, conclusion

- Writing Proposals and Theses: Key components and styles

- Citing Sources and Avoiding Plagiarism: Referencing styles (APA)

- Ethical Issues in Research: Informed consent, confidentiality, avoiding biases

- Presenting Research Findings: Oral presentations, conference papers, posters

**Reference Books:**

1. Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
2. Kothari, C. R. (2004). *Research methodology: methods & techniques* (2nd ed.). New Age International Publishers.
3. Woodrow, L. (2016). *Quantitative research in applied linguistics*. Palgrave Macmillan.
4. Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.
5. Silverman, D. (2016). *Doing qualitative research* (5th ed.). SAGE Publications.
6. Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design* (2nd ed.). Routledge.
7. Paltridge, B., & Phakiti, A. (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury Publishing.

**Course Learning Outcomes:** The students' will be able to
- Understand key research concepts and methodologies in applied linguistics.
- Design research studies with appropriate methodologies and sampling techniques.
- Attain proficiency to collect and analyse data using qualitative, quantitative, and mixed methods.
- Develop the skills to write and present research reports in a clear and ethical manner