

VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF ENGLISH



VANITA VISHRAM
WOMEN'S UNIVERSITY
— SURAT —

BACHELOR OF ARTS (B.A.) HONOURS ENGLISH PROGRAMME
under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTERS 1 & 2

**Core Courses (CC), Ability Enhancement Compulsory Courses (AECC),
Generic Elective Courses (GE)**

Syllabus applicable to the students seeking admission in the following programmes
B.A. English Honours /B.Com./B.B.A./B.Sc./B.C.A. under LOCF
w.e.f. the Academic Year 2021-2022

Sr. No.	Contents	Page Nos.
1	Preamble – VVWU	3
2	Introduction of the Programme	4
3	Programme Specific Objectives	5
4	Programme Specific Outcomes	6
5	Structure of the Programme – Credit Structure	7
6	Course Structure – Paper Titles of Six Semesters	8-9
7	Course Objectives – Course Outcomes – Course Contents	10-24
8	Teaching Methodology	25
9	Keywords	26

1. Preamble – VVWU

Vanita Vishram Women’s University (VVWU) is the First-ever Women’s University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a university committed to achieve Women’s Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

2. Introduction of the Programme

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands for or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

The three-years B.A. English (Honours) programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.

3. Programme Specific Objectives (PSOs)

Each Honours Graduate in English should be able to:

- demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India.
- demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes etc. on different platforms of communication such as the classroom, the media and the internet.
- recognize the scope of English studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

4. Programme Specific Outcomes (PSOs)

Each Honours Graduate in English will be able to:

- demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically.
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today’s global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after the completion of graduation programme.
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.

5. Structure of the Programme

B.A. ENGLISH HONOURS STRUCTURE AND DISTRIBUTION OF COURSES

Semester	CC Total Credits (84)	DSE Total Credits (24)	GE Total Credits (24)	SEC Total Credits (08)	AECC Total Credits (08)	Total Credits
1	CCE101 CCE102	--	GE101	--	AECC101 AECC102	84
2	CCE201 CCE202	--	GE201	--	AECC201 AECC202	24
3	CCE301 CCE302 CCE303	--	GE301	SEC301	--	24
4	CCE401 CCE402 CCE403	--	GE401	SEC401	--	08
5	CCE501 CCE502	DSE501 DSE502	--	--	--	=
6	CCE601 CCE602	DSE601 DSE602	--	--	--	148

6. Structure of the Course

B.A. ENGLISH HONOURS (SEMESTERS 1 & 2)					
Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
1	Indian Classical Literature	--	--	Phonetics & Grammar	Communication Skills in English
	European Classical Literature				Environmental Studies OR Professional & Moral Ethics
2	Indian English Literature – 1 Pre-Independence Era	--	--	Academic Writing & Composition	Communication Skills in English
	British Literature: 14 th to 16 th Centuries				Environmental Studies OR Professional & Moral Ethics

B.A. ENGLISH HONOURS (SEMESTERS 3 & 4)					
Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
3	Indian English Literature – 2 Post-Independence Era	--	Soft Skills	Business Communication	--
	American Literature				
	British Literature: 17 th & 18 th Centuries				
4	Women's Writing in English	--	Translation Studies	Media and Communication Skills	--
	Indian Writing in English Translation				
	British Literature: 18 th & 19 th Centuries				

B.A. ENGLISH HONOURS (SEMESTERS 5 & 6)

Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
5	Literary Theory	Literature and History OR Literature and Cinema	--	--	--
	British Literature: 20 th Century	Literature and Psychology OR Literature and Anthropology			
6	Literary Criticism – Classical & Modern	Holocaust Literature OR Partition Literature	--	--	--
	Post-Colonial Literatures	Autobiography OR Travel Writing			

BACHELOR OF ARTS (B.A.) ENGLISH HONOURS
COURSE CODE: BAEH001

SEMESTER 1
CORE COURSE PAPER 1 (EN11010)

INDIAN CLASSICAL LITERATURE

Course Objectives

The course aims to:

- introduce some of the seminal texts of Indian classical literature to students.
- help them to relate the classical life and literary trends to the contemporary ones, thereby exploring the timeless significance of literary essence.
- provide them an access to India's classical critical thought through literature.

Course Outcomes

At the end of the course, the students will be able to:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD.
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
- situate the classical literature and diverse literary cultures from India historically, mainly from Sanskrit.
- understand, analyze and appreciate various texts with comparative perspectives.

COURSE CONTENTS

Unit 1 Indian Epic Tradition & Indian Aesthetics (Theory)

- Classical Indian Epic Poetry or *Mahakavya*
- The Theory of Rasa

Unit 2 Kalidasa: The Classical Indian Poet (Theory)

Kalidasa, *Abhijñānaśākuntalam* Edited by M.R. Kale, Publisher: Motilal Banarsidass, 11th Edition, 2010.

Unit 3 Power Point Presentation & Critical Discussion Based on Unit 2 and *The Cilappatikaram: The Tale of an Anklet* (Tamil Epic), Trans. By R. Parthasarthy, Penguin Classics, 2004. (Practical)

Suggested Readings

- Sheldon Pollock, *A Rasa Reader: Classical Indian Aesthetics*, Permanent Black, 2020.
- Sir Monier-Williams Monier, *Indian Epic Poetry*, Wentworth Press, 2016.
- V.S. Seturaman, *Indian Aesthetics*, Laxmi Publications, 2017.
- Priyadarshini Patnaik, *Rasa in Aesthetics*, D.K. Print World Ltd., 2013.
- Arthur W. Ryder, *Kalidasa: His Life and Writings*, Createspace Independent Publication, 2012.
- “Shakuntalam” by David Shulman in *The Wisdom of Poems: Studies in Tamil, Telugu and Sanskrit*, Oxford University Press, 2001.
- Romila Thapar, *Sakuntala: Texts, Readings, Histories*, Columbia University Press, 2011.

SEMESTER 1
CORE COURSE PAPER 2 (EN11020)

EUROPEAN CLASSICAL LITERATURE

Course Objectives

The course aims to:

- explore the historical, cultural, and philosophical origins of epic and tragedy;
- engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;
- acquaint learners with the great heritage of European classical literature.
- study gendered explorations of human relations in classical literature in multiple genres.

Course Outcomes

At the end of the course, the students will be able to:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts.
- engage with classical literary traditions of Europe from the beginning till the 5th Century AD.
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time.
- appreciate classical literature of Europe and pursue their interests in it.
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives.
- develop ability to pursue research in the field of classics.
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period.

COURSE CONTENTS

Unit 1 European Classical Literary Forms (Theory)

- Epic Poetry
- Greek Tragedy

Unit 2 Sophocles: The Greek Tragedian (Theory)

Sophocles, *Antigone*, Maple Classics, 2014

Unit 3 Power Point Presentation & Critical Discussion Based on Units 1 & 2 (Practical)

Suggested Readings

- Dr. S. Priyadarshini & K. Makeswari, *European Classical Literature Made Easy*, Mahaveer Publications, 2019.
- Biplab Banerjee, *Handbook on European Classical Literature*, Indian Books View, 2019.
- Biplab Banerjee, *Manual on European Classical Literature*, Generic Publisher, 2020.
- James C. Hogan, *A Commentary on the Plays of Sophocles*, Southern Illinois University Press, 1991.
- Don Nardo, *Readings on Sophocles*, Greenhaven Press, 1996.

SEMESTER 2
CORE COURSE PAPER 3 (EN11030)

INDIAN ENGLISH LITERATURE–PRE-INDEPENDENCE ERA

Course Objectives

The course aims to:

- explain the historical perspectives of Indian English Literature.
- trace the origin of Indian English Literature.
- explain the development of Indian English Literature.
- explain the Indianness of Indian English Literature.

Course Outcomes

At the end of the course, the students will be able to:

- trace the social and intellectual contexts in which English language was introduced in India.
- understand the early development of Indian English poetry and novel.
- gain some ideas on Indian nationalism against the British colonialism.
- discuss the impact of Gandhi and India's struggle for Independence on the early 20th century Indian English literature.

COURSE CONTENTS

Unit 1 Indian English Literature (Theory)

- Indian English Literature before Independence – A Brief History
- Major Indian English Writers before Independence and their Contribution to Indian English Literature

Unit 2 Indian English Novel Before Independence (Theory)

Raja Rao, *Kanthapura*, Penguin, 2014

Unit 3 Indian English Poetry Before Independence (Theory)

- a) *Our Casuarina Tree* – Toru Dutt
- b) *Freedom* – Rabindranath Tagore
- c) *A Dream of Surreal Science* – Aurobindo Ghose
- d) *The Old Woman* – Sarojini Naidu
- e) *A Walk by Moonlight* – Henry Louis Vivian Derozio

Unit 4 Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)

Suggested Readings

- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2009.
- Arvind Krishna Mehrotra, *A Concise History of Indian Literature in English*, Orient Blackswan, 2017.
- Krishna Sharma, *Indian English Literature*, HSRA Publications, 2020.
- Sarbani Putatunda (Ed.), *R.K. Narayan: Critical Essays*, Prentice Hall India Learning Private Limited, 2012.
- Ranga Rao, *R.K. Narayan*, Sahitya Akademi, 2004.
- P.K. Singh, *The Novels of R.K. Narayan: A Critical Evaluation*, Atlantic Publications, 2014.
- John Thieme, *R.K. Narayan: Contemporary World Writers*, Manchester University Press, 2007.
- William Walsh, *R.K. Narayan*, University of Chicago Press, 1982.
- Sravani Biswas, *A Study of R.K. Narayan's Novels: A Cerebration of the Carnival*, Atlantic Publications, 2001.
- Ramendranath Datta (Author), Nilanshu Kumar Agarwal (Author), Kanwar Dinesh Singh (Author), Suman Chakraborty (Editor), *Indian English Poetry: A Critical Casebook*, Roman Books, 2018.

SEMESTER 2
CORE COURSE PAPER 4 (EN11040)

BRITISH LITERATURE: 14th to 16th CENTURIES

Course Objectives

The course aims to:

- to introduce the students to British poetry and drama from 14th to 16th centuries.
- comprehend the development of trends in British drama, poetry and prose.
- view British Literature in its socio-cultural and political contexts.
- understand the theme, structure and style of British drama, poetry and prose of 14th, 15th & 16th centuries.

Course Outcomes

At the end of the course, the students will be able to:

- understand the tradition of English literature from 14th to 16th centuries.
- develop a clear understanding of literary developments that led to Renaissance.
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- appreciate and analyze the poems, prose and plays in the larger socio-political and religious contexts of the time.

COURSE CONTENTS

Unit 1 ‘The Wife of Bath’s Tale’ & ‘The Nun’s Priest’s Tale’ from *The Canterbury Tales* – Geoffrey Chaucer, Fingerprint Publishing, 2017 (**Theory**)

Unit 2 *Essays* – Francis Bacon, Peacock Books, 2016 (**Theory**)

(**Note:** *Of Truth, Of Marriage and Single Life, Of Studies, Of Love, Of Ambition, Of Nature in Men* are prescribed in the syllabus).

Unit 3 *The Tragical History of Dr. Faustus* – Christopher Marlowe, Createspace Independent Publishing (**Theory**)

Unit 4 Symposium / Group Discussions Based on Units 1, 2 & 3 (**Practical**)

Suggested Readings

- Trevor Whittock, *A Reading of the Canterbury Tales*, Cambridge University Press, 1968.
- Harriet Raghunathan (Ed.), *The General Prologue to The Canterbury Tales (Worldview Critical Editions)*, Worldview Publications, 2014.
- Dr. S. Sen, Dr. G.S. Mansukhani, *The Prologue to The Canterbury Tales: Geoffrey Chaucer, A Critical Evaluation*, Unique Publishers, 2021.

SEMESTER 1
GENERIC ELECTIVE COURSE PAPER 1 (EN31010)

PHONETICS & GRAMMAR

Course Objectives

The course aims to:

- develop foreign language communicative competence, including sub-competences like
 - a) Linguistic Competence (lexical items and knowledge of grammar)
 - b) Sociolinguistic Competence (using and interpreting linguistic forms according to the context)
 - c) Discursive Competence (understanding and logical composing of certain statements for the purpose of notional communication)
 - d) Socio-cultural Competence (knowledge of certain degree of socio-cultural context)
 - e) Social Competence (co-operation and working with others)

Course Outcomes

At the end of the course, the students will be able to:

- use content obligatory language in speaking and writing
- use vocabulary appropriately
- produce correct pronunciation
- critically evaluate data, reference, articles on the issues under study
- cope with the following types of
 - a) written tasks: paragraphs, essays
 - b) speaking tasks: monologues, discussions, presentations
 - c) listening tasks: listening for gist, listening for specific information, listening for detail, note-taking
 - d) reading tasks: scanning, skimming, reading for detailed comprehension

COURSE CONTENTS

Unit 1 Phonetics (Theory)

- a) Introduction to Phonetics
- b) Organs of Speech
- c) Classification of Speech Sounds & Phonetic Symbols
- d) Manner of Articulation
- e) Place of Articulation
- f) Voiced and Voiceless Sounds

Unit 2 Phonetics (Practical)

- a) Phonetic transcription of words and sentences
- b) Syllable division by using hyphen

Unit 3 English Grammar (Theory)

- a) Tenses
- b) Lexical Words & Syntactic Words – Parts of Speech
- c) Types of Phrases – Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, Genitive Phrase, Prepositional Phrase
- d) Types of Clauses: Noun Clause, Adjective Clause, Adverb Clause
- e) Types of Sentences: Simple, Compound, Complex, Negative, Exclamatory, Interrogative, Imperative

Unit 4 English Grammar (Practical) – Based on Unit 3

Unit 5 Word-formation Process (Theory & Practical)

- a) Affixation Process
- b) Compounding
- c) Clipping
- d) Acronymy
- e) Blending
- f) Back-formation
- g) Reduplication
- h) Antonomasia

Suggested Readings

- T. Balasubramaniam. *English Phonetics for Indian Students*, Laxmi Publications, Third Edition, 2017
- Peter Roach. *English Phonetics and Phonology: A Practical Course*. Cambridge University Press, 2010.
- D. Thakur. *The Phonetics and Phonology of English: A Handbook*, Bharati Bhawan Publishers & Distributors, First Edition, 2017.
- Dr. G.S. Kushwaha. *English Phonetics and Pronunciation for Indian Learners*. Notion Press, 2017.
- R.N. Bakshi. *A Course in English Grammar*. Orient Blackswan, 2017.
- Raymond Murphy. *Intermediate English Grammar*. Cambridge University Press, 1999.
- A.J. Thomson & A.V. Martinet. *A Practical English Grammar*. OUP, 1997.

SEMESTER 2
GENERIC ELECTIVE COURSE PAPER 2 (EN31020)

ACADEMIC WRITING & COMPOSITION

Course Objective

The course aims to help undergraduate students develop and research composition, argument, and writing skills that will enable them to improve their writing skill for higher studies and academic endeavours.

Course Outcomes

At the end of the course, the students will be able to:

- acquire an in-depth understanding of writing skill.
- express concepts through writing.
- demonstrate conceptual and textual understanding in tests and exams.

COURSE CONTENTS

Unit 1 Introduction to the Writing Process (**Theory**)

Unit 2 Introduction to the Conventions of Academic Writing (**Theory**)

Unit 3 Summarizing and Paraphrasing (**Theory & Practical**)

Unit 4 Critical Thinking: Syntheses, Analyses and Evaluation (**Theory & Practical**)

Unit 5 Structuring an Argument: Introduction, Interjection and Conclusion
(**Theory & Practical**)

Unit 6 Book Review (**Theory & Practical**)

Suggested Readings

- Achar, Sachin Ketkar, Rajan Barrett et al, *Basics of Academic English* (Books 1 & 2), Orient Blackswan, 2012.
- Dev, Anjana Neira. *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
- Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*, Cambridge University Press, 2006.
- Gupta, Renu. *A Course in Academic Writing*. Orient Blackswan, 2017.
- Nzanmongi Jasmine Patton. *A Handbook for Academic Writing and Composition*. World Book Depot, 2021.

SEMESTER 1
ABILITY ENHANCEMENT COMPULSORY COURSE PAPER 1 (EN12010)

COMMUNICATION SKILLS IN ENGLISH

Course Objective

The present course comprises of verbal and non-verbal communication, core communication skills in English as well as practical training. The course imparts a profound understanding to the learners regarding the intricacies and architectonics of communication process. By learning fundamental components of communication skills, this course aims to equip students with the necessary skills to become effective, accurate and successful communicators in English language.

Course Outcomes

At the end of the course, the students will be able to:

- understand how communication works and master both verbal and non-verbal communication.
- understand and acquire active listening and speaking skills.
- Understand and acquire strategies to overcome barriers in effective communication.
- develop strong relationships based on effective interpersonal communication skills.
- meet higher standards of professional excellence through Communication Skills in English.
- groom their outer personality.
- get valuable insights regarding the fundamentals of communication.
- understand the difference between verbal and non-verbal communication.
- acquire linguistic competence in vocabulary, grammar, pronunciation.
- develop communicative ability in LSRW skills, specifically reading and writing.

COURSE CONTENTS

Unit 1 Introduction to Communication Skills (Theory)

- a) Communication: Meaning, Process and Types
- b) Purpose of Communication
- c) Flow/Channels of Communication

Unit 2 Aspects of Communication Skills (Theory)

- a) Using RESULT Principle in Communication
- b) 7 C's and 4 S's of Effective Communication
- c) Barriers to Effective Communication

Unit 3 Developing Reading Skill (Theory and Practical)

- a) Skimming and Scanning
- b) Reading aloud
- c) Tasks/Activities

Unit 4 Developing Writing Skill (Theory and Practical)

- a) Paraphrasing
- b) Spotting errors
- a) Report writing

Suggested Readings

- Urmila Rai and S.M. Rai. *Business Communication*. 1st Edition, Mumbai: Himalaya Publishing House.
- Krishna Mohan and Meera Banerji. *Developing Communication Skills*. New Delhi: Macmillan India Private Ltd.
- Asha S. Kaul. *Effective Business Communication*. New Delhi: Prentice-Hall of India Private Ltd.
- Shirley Taylor. *Communication for Business: A Practical Approach*. 4th Edition, New Delhi: Pearson Education.
- Sunita Mishra et al. *Communication Skills*. New Delhi: Pearson Education, 2011.
- Meenakshi Raman and Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford, 2011.
- Penny Ur. *Keep Talking: Communicative Fluency (Activities for Language Teaching)*, Cambridge University Press, 2003.
- Team FME. *Effective Communications: Communication Skills*. www.free-management-ebooks.com, 2013.
- Tara Dixon and Martin O' Hara. *Communication Skills*. www.practicebasedlearning.org
- MTD Training. *Advanced Communication Skills*. MTD Training and Ventus Publishing. www.bookboon.com

SEMESTER 2
ABILITY ENHANCEMENT COMPULSORY COURSE PAPER 2 (EN12020)

COMMUNICATION SKILLS IN ENGLISH

Course Objectives

The course aims to:

- to acquaint students with the details of academic and professional skills, soft skills and employability skills.
- to introduce soft skills as key differentiator in today's world.
- explain and make students understand how soft skills, academic and professional skills and employability skills complement each other.
- explain how all the above-mentioned skills are much needed for career growth.
- make students understand that how the development of these skills will lead to their holistic development.

Course Outcomes

At the end of the course, the students will be able to:

- display competence in utilizing academic and professional skills, soft skills and employability skills.
- understand and imbibe the fact soft skills is a key determinant of one's success.
- equip themselves to optimize their innate potential as well as to blend in effortlessly with their work environment.
- prepare themselves better for placements and beyond.
- develop insight regarding the challenges of the job market.

COURSE CONTENTS

Unit 1 Word-Formation Process (Theory and Practical)

- a) Synonyms, antonyms, denotative & connotative words, collocation
- b) Major and minor word-formation devices
- c) Intonation

Unit 2 Academic & Professional Skills (Theory & Practical)

- a) Letter of Application
- b) Resume/CV Writing
- c) Interview Skills

Unit 3 Enhancing Writing Competence (Theory & Practical)

- a) Drafting PPT
- b) Drafting Representation
- c) Drafting E-mails

Unit 4 Communication Skills: Socio-cultural Context (Theory & Practical)

- a) Overcoming Cross-cultural Communication Barriers
- b) Conflict Management

Suggested Readings

- Urmila Rai and S.M. Rai. *Business Communication*. 1st Edition, Mumbai: Himalaya Publishing House.
- Krishna Mohan and Meera Banerji. *Developing Communication Skills*. New Delhi: Macmillan India Private Ltd.
- Asha S. Kaul. *Effective Business Communication*. New Delhi: Prentice-Hall of India Private Ltd.
- Shirley Taylor. *Communication for Business: A Practical Approach*. 4th Edition, New Delhi: Pearson Education.
- Sunita Mishra et al. *Communication Skills*. New Delhi: Pearson Education, 2011.
- Meenakshi Raman and Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford, 2011.
- Sabina Pillai and Agna Fernandez. *Soft Skills & Employability Skills*. Cambridge University Press.
- Barun K. Mitra. *Personality Development and Soft Skills*. Oxford University Press.

8. Teaching Methodology

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

8.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

8.2 Discussions

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

8.3 Case Studies

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

8.4 Role-Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

8.5 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

8.6 Study Tours

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

9. Keywords

- 1) Bachelor of Arts (B.A.) Honours English Programme
- 2) Indian Classical Literature
- 3) European Classical Literature
- 4) Indian English Literature – 1: Pre-Independence Era
- 5) British Literature: 14th to 16th Centuries
- 6) Indian English Literature – 2: Post-Independence Era
- 7) American Literature
- 8) British Literature: 17th & 18th Centuries
- 9) Women’s Writing in English
- 10) Indian Writing in English Translation
- 11) British Literature: 18th & 19th Centuries
- 12) Literary Theory
- 13) British Literature: 20th Century
- 14) Literary Criticism – Classical & Modern
- 15) Post-Colonial Literatures
- 16) Phonetics & Grammar
- 17) Academic Writing & Composition
- 18) Business Communication
- 19) Language, Literature & Culture
- 20) Soft Skills
- 21) Creative Writing
- 22) Translation
- 23) English Language Teaching
- 24) Literature and History
- 25) Literature and Cinema
- 26) Literature and Psychology
- 27) Literature and Anthropology
- 28) Holocaust Literature
- 29) Partition Literature
- 30) Autobiography
- 31) Travel Writing
- 32) Communication Skills in English
- 33) Environmental Studies
- 34) Computer Applications
- 35) Human Values & Professional Ethics