

**DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
INDIAN INSTITUTE OF ENGINEERING SCIENCE AND TECHNOLOGY**

**B0AC APPROVED COURSE STRUCTURE AND SYLLABI FOR BTECH
(FOUR YEARS COURSE)**

15TH JULY 2021



Syllabus of Undergraduate Subjects- B.Tech. (HSS)

1st/2nd Semester

1. HU1101/HU1201: Professional Communication in English

Weekly contact : 3-0-0 (L-T-S)

Full marks: 100

Credits : 3

Pre-requisite: Reading, Writing, Understanding English at Higher Secondary level

Sl. No.	Module Name and Topics	No. of Classes
1	Introduction : Elements of Grammar & Vocabulary – Parts of speech, Subject- Verb agreement, Tenses, Voice, Synonym, Antonym, One word for a group of words, Foreign words, Error detection, Punctuation, Homonym, Homophone, Etymology of words, Idioms , Syntax	6
2	Elements of Oral Presentation – Individual verbal presentation, Group discussions, Mock interviews, Debating, Extempore, Interactive skills.	12
3	Elements of Composition(I): Comprehension, , Paragraph formulation, Precis writing, E-mail writing, Writing for the web	6
4	Elements of Composition (II) : Business letter, Cover letter and Curriculum Vitae, Writing for Promotion and Publicity, Memo writing, Note making	8
5	Elements of Composition (III) : Technical Report Writing , Proposal framing, Writing a Research Paper	8
	Total	40

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Selections from prose passages dealing with topics relating to Science & technology, environment, human values, aesthetic appreciation & gender awareness will be used for teaching the course.

Suggested Reading:

- 1) English Grammar Composition and Usage – by J.C. Nesfield
- 2) Technical Communication – by Raman & Sharma
- 3) English Skills for Technical Students
W.B. State Council for Technical Educationn collaboration with British Council
- 5) Communication Skills - by Sanjay Kumar and PushpLata
- 6) The Oxford Book of Modern Science Writing – ed by Richard Dawkins
- 7) The Oxford English Grammar – by Sidney Greenbaum
- 8) Communication Skills – by Richard Ellis

2. HU 1102 & HU1202: Sociology and Professional Ethics

Group A: Sociology

Weekly contact: 3-0-0 (L-T-S)

Full marks: 75+25=100

Credits: 3

Total: 28+14 contact hours

Pre-requisite: Informed ideas about social reality.

Course Objective:

Course Outcome: To augment the ability of technology fresher to connect the societal requirement of STEM with the broader objectives of STEM.

Sl. No.	Module Name and Topics	No. of classes
1	Introduction: Definition, Scope and Evolution of Sociology; Sociology and it's relation with other Social Sciences	. 04 hrs
2	Basic Components in Industrial Society: Group Dynamics; Institutions; Organization, Association; Social Mobility and Social Stratification; Agency, Power and Control	06 hrs
3	Advanced Components in Industrial Society: Social Change, Development and Progress; Science and Technology; Gender and Justice	04 hrs
4	Sociological Theory: Philosophical Origin; Structural Theory; Conflict theory and Class Analysis; Postmodern Approach; Feminist, Critical and Ecological Theories; Sociological Imagination.	06 hrs
5	Social Problem: Crime and Delinquency; Poverty and Inequality; Substance Abuse; Environmental Degradation and Climate Crisis; Techno stress.	04 hrs
6	Introduction to Research.	04 hrs
	Total :	28 hours

Group B: Professional Ethics

Sl. No.	Module Name and Topics	No. of Classes
1	Introduction to the concept of Professional Ethics (PE)	02
2	Need to learn Professional Ethics	
3	Importance and types of PE	01
4	Standards set for PE :	04
	a) Honesty b) Integrity c) Transparency d) Accountability e) Confident ability f) Objectivity g) Respect h) Law abiding	
5	Value of Ethics to a profession	02
6	Ethical rules	01
7	Five Principles of Ethics	01
8	Four Codes of Ethics	01
9	Case studies developed by students, to be discussed	02
	Total :	14 hours

Reading List:

1. Neil J. Smelser : Sociology,
2. Haralambos and Holborn: Sociology: Themes and Perspective.
3. G, Ritzer: Sociological Theories,
4. A. Spector and Peter Knapp : Crisis and Change Today,
5. C.W. Mills : Sociological Imagination.
6. The Penguin Dictionary of Sociology.

8th Semester

Open Electives

**1. HU4263: Popular Culture and Literature
Course Proposal**

Weekly contact: 3-0-0 (L-T-S)

Full marks: 100

Credits : 3

Pass Marks: 40

Course Objectives: This course is designed to help students to be able to define the meaning of literature and popular literature, popular literature in relation to popular culture, various genres in popular literature classification, identify the characteristics of popular literature, its forms, and emerging topics in popular literary works such as gender, sexuality, race, caste, ethnicity, class.

Course Content: In this course, popular culture and literature will be investigated by highlighting the relationship between literary texts and comics/ graphic novels/ cartoon novels. A number of questions on the theories of popular culture and cultural studies shape the syllabus and provide a framework for approaching the course materials. Reading popular literature as an example of mass culture, highly commodified and deeply implicated in consumer capitalism; determining the ways in which popular literature reflects, inscribes, and challenges dominant ideologies; decoding the influence of classic comics on literary narratives; tracing the origins of the familiar aspects of graphic novels to literary texts and broader cultural concerns; and emphasizing the ways in which contemporary graphic novels bring a new kind of seriousness of purpose to comics, thereby, blurring the boundaries between the highbrow and the lowbrow, comprise the kernel of the course. The course envisages an analysis of three novels and one film spread over one semester.

Sl. No.	Topics	No. of classes
1.	Introduction to the Course	1
2.	Defining Popular Culture	2

3.	Defining Popular Literature	2
4.	<i>Above Average</i>	6
5.	<i>Persepolis</i>	6
6.	<i>Gone Girl</i>	7
7.	<i>Batman: The Dark Knight Archives</i>	8
Total classes		32

Text books:

1. Bagchi, Amitabha. *Above Average*. Harper Collins, 2007.
2. Flynn, Gillian. *Gone Girl*. Crown Publishing Group, 2012.
3. Kane, Bob, and Bill Finger. *Batman: The Dark Knight Archives*. D C Comics, 1992-2013.
4. Satrapi, Marjane, and Vincent Paronnaud. *Persepolis*. 2007.
5. Essays, Class handouts

2. HU4261: Indian Writing in English

Weekly contact: 3-0-0 (L-T-S)

Full marks: 100

Credits : 3

Pass Marks: 40

Prerequisites (if any): Interest in Reading Fiction

Objective: This course is designed to introduce the students to the habit of informed reading of literature, particularly Indian Writing in English. The course further aims to empower the students to engage critically with a text and establish meaningful associations between a piece of literature and the societies in which they are living.

Outcome: The students will get acquainted with the works of the major writers of the genre and also the contemporary popular writers who dominate the literary markets in India in the recent times. The course will also improve the communication skills of the students through critically exploring fiction and poetry.

Course contents:

Serial No	Topic	No. of Lecture Periods
1	Brief introduction to social, political and literary history of Indian Writing in English	2
2	Introduction to the theories and debates surrounding the genre	4
3	Evolution of the genre	4
4	Introduction to the major writers	8
5	Close reading of the selected texts	12
6	Enhancing vocabulary and linguistic competency through the process of reading	2

Total: 32 classes

Readings: Understanding the context and developing literary sensibilities through the study of selected texts:

A) Prose

- Excerpt from Raja Rao's *Kanthapura* (1938)
- *The Missing Mail* (short story) from R.K. Narayan's *Malgudi Days* (1943)
- Excerpt from Anita Desai's *Clear Light of Day* (1980)
- *At the Auction of Ruby Slippers* (short story) from Salman Rushdie's *East, West* (1994)
- Excerpt from *Chanakya's Chant* (2010) by Ashwin Sanghi
- Excerpt from *In an Antique Land* (1992) by Amitav Ghosh (Non-fiction)

B) Poetry:

- *The Harp of Indi* by Henry Derozio
- *Our Casuarina Tree* by Toru Dutt
- *An Introduction* by Kamala Das
- *Indian Summer* by Jayant Mahapatra

- *I Listened* by A.K. Ramanujan
- *Don't Call Me Indo-Anglian* by Syed Amanuddin
- *Philosophy* by Nissim Ezekiel
- *Round and Round* by Vikram Seth

Textbook/Reference books:

Textbook:

Rao Raja (1938/1989) *Kanthapura*. New Delhi: Oxford University Press.

Narayan R.K (1943/2006) *Malgudi Days*. New Delhi: Penguin Random House.

Desai Anita (1980/ 2007) *Clear Light of Day*. New Delhi: Random House India.

Rushdie Salman (1994/2006) *East, West*. New York: Random House.

Ghosh Amitava (1992/2009) *In an Antique Land*. New York: Penguin Random House.

Sanghi Ashwin (2010) *Chanakya's Chant*. Chennai: Westland Publications Limited.

Chaudhuri Rosinka (2008) *Derozio, Poet of India: The Definitive Edition*. New Delhi: Oxford University Press.

Das Kamala (2015) *Selected Poems*. New Delhi: Penguin Modern Classics.

Seth Vikram (2000) *The Collected Poems*. New Delhi: Penguin.

Singh R.P. (eds.) (1989) *An Anthology of Indian English Poetry*. Delhi: Orient Longman Ltd.

Reference Book:

Naik, M. K. (1992) *A History of Indian English Literature*. Delhi: Sahitya Akademi.

Mukherji, Minakshi (1971) *The Twice Born Fiction*. New Delhi: Heinemann.

Iyenger, K R S (1984) *Indian Writing in English*. New Delhi. Sterling Publisher

Mehrotra, Arvind Krishna (2003) *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black.

3. HU4262: Business English

Weekly contact: 3-0-0 (L-T-S)

Full marks: 100

Credits : 3

Pass Marks: 40

Elective – 5th Semester

Weekly Contact: 3 Hours

Full Course Contact: 28 Hours (Lecture + Lab)

(Lecture: 20 Hours, Lab: 8 Hours)

Pre-Requisite: None

Effective use of communication skills in specific professional contexts incorporates linguistic, professional, and disciplinary competencies. These are often embedded in specific workplace cultures. These together make up communicative competencies/skills. Acquisition of these competencies could be facilitated by effective collaboration with professionals from different fields. This would essentially support effective communication appropriate to a given context.

The course objectives would focus on the following aspects.

Developing communicative competencies/skills

- Being able to comprehend, interpret and respond to different forms of spoken language in professional contexts
- Being able to use both spoken and written language flexibly and effectively for social and professional purposes
- Being able to interact with a degree of fluency and spontaneity
- Being able to highlight the significance of events and experiences by providing relevant explanations and arguments
- Being able to use phrases and expressions appropriate to the language functions in context
- Being able to focus on pronunciation and use grammatically accurate language
- Being able to write effective business reports, letters, proposals and other business correspondences

Practical (use of Multi Media in Language Lab)

- Providing adequate exposure to relevant inputs through spoken and written forms
- Organizing workshop activities
- Organizing discussions and presentations
- Providing practice in interactive sessions

Sl. No. of Lectures	Lecture Topics + Syllabus	No. of Lectures
1.	<p>Listening Comprehension & Interacting</p> <ul style="list-style-type: none"> • Use of strategies for effective listening in professional setting • Identifying key features in the spoken context • Development of interactive listening facility & overall intelligibility • Interpretation and discussion of communicative intent • Responding by asking questions, expressing ideas and opinions • Use of communication skills for extended discourse like presenting supported arguments 	4
2.	<p>Presentation Strategies</p> <ul style="list-style-type: none"> • Use of academic & professional presentation skills: strategy, design, organization, visual aids • Introducing a topic effectively • Concluding • Responding to questions • Rehearsal: incorporating and applying feedback on pronunciation, vocabulary and soft skills 	6

	<ul style="list-style-type: none"> • Improving fluency & delivery style <p>Group Discussion</p> <ul style="list-style-type: none"> • Refinement & practice of discussion skills • Attention to appropriateness of expressions for specific tasks • Focusing on turn taking • Preparation for effective participation • Use of appropriate soft skills <p>Interview Skills</p> <ul style="list-style-type: none"> • Using reasoning power, drawing conclusions • Convincing • Presenting a point of view • Representing analytical ability • Conveying 'can do' attitude • Showing originality • Reporting on latest advances 	
3	<p>Written Composition</p> <ul style="list-style-type: none"> • Letters • Reports • Memos • Minutes • Business mails • Technical Proposals 	6

4	Industry Interface <ul style="list-style-type: none"> • Conducting meetings: setting the agenda, controlling the conversation, listening and taking notes, agreeing & disagreeing • Negotiating: framing the argument • Use of telephonic interaction: checking & clarifying information, repeating relevant points, comprehending pronunciation and tone <p>Socializing: using business conventions, small talk</p>	4
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Language lab sessions: 8 hours

Flexible content will be used to meet emerging needs.

The practical sessions in Lab would follow the lectures as required.

Suggested References

1. Effective Speaking (CD)
National Education & Information Films Ltd, CUP
2. **Speaking for Yourself** : A guide for students

Robert Barrass

Routledge

3. Language Learning with Technology
Graham Stanley
CUP
4. The Internet & the Language Learning
Gavin Dudeney
CUP
5. Role Play

Gillian Porter Ladousse

OUP

6. Testing Spoken Language

Nic Underhill

CUP

7. Secrets of Power Point Presentations

Peter Urs Bender

Macmillan

8. Professional Presentations

Malcolm Goodale

CUP

9. Study listening

(Listening to Lectures & Note-Taking)

Tony Lynch

CUP

10. Lets Talk – 2 (CD)

4. HU4264: Enjoying Shakespeare

Weekly contact: 3-0-0 (L-T-S)

Full marks: 100

Credits : 3

Pass Marks: 40

Course Objective: This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theatre.

Sl. No.	Module name & Topics	No. of Classes
1	To know the characters, plots, and themes of representative Shakespearean plays	5
2	To understand the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, tragedy, and history. Looking at archives	7
3	To understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.	3
4	To apply a knowledge of the social, political, and intellectual context of Elizabethan England to an understanding of Shakespeare's works.	3
5) To analyze the way in which theatrical productions and film adaptations of Shakespeare's plays can enhance, change, and develop the meaning of the plays.	2
6	To know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.	2
7	Viewing plays critically , discussing adaptations and contemporizing Shakespeare.	8
	Total :	30

Reading list:

The Norton Shakespeare

The Elizabethan World Picture: A study of the Idea of Order in the Age of Shakespeare, Donne and Milton by E. M. W. Tillyard

Renaissance Self-fashioning: from More to Shakespeare by Stephen Greenblatt

Shakespeare from the margins: Language, Culture and Context by Patricia Parker

Reading Shakespeare Historically by Lisa Jardine

Shakespeare Survey Volume 72, 2019