# K. R. MANGALAM UNIVERSITY

## THE COMPLETE WORLD OF EDUCATION

# SCHOOL OF HUMANITIES

## Bachelors of Arts (Honours) English

## B.A (H) English

## Programme Code - 18

## (Undergraduate Programme)

## 2022-2025

## Approved in the 29th Meeting of Academic Council Held on 09 August 2022

Member Secretary

Registrar
K. R. Mangalam University
Sohna Road, Gurugram, (Haryana)

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# Preface

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour; it offers a new vision to all its courses. It imbibes an Learning Outcome Based Curriculum Framework (LOCF) for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia, employability, sustainability, and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The courses offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and Chinese studies. The programme structure is flexible and is interdisciplinary. At the end of the programme, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

# ACKNOWLEDGEMENT

**Prof. (Dr.) Tania Gupta**

Dean

School of Humanities

# CONTENT

# 1. Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

## K. R. Mangalam University is unique because of its

i. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
ii. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.


# 2. Objectives

i. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
ii. To undertake research programmes with industrial interface.
iii. To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
iv. To act as a nodal centre for transfer of technology to the industry.
v. To provide job oriented professional education to the special student community with particular focus on Haryana.

# 3. About School of Humanities

The School of Humanities at KRMU offers diverse programs in disciplines of English, Economics, Psychology, Historical Studies, Political Science and Chinese.

## 3.1. Vision

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge**.**

## 3.2. Mission

To achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base

2. To contribute significantly towards the larger institutional mission of instilling lifelong learning

3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum

4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students

5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness

6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

# 4. About Programmes in English

The School of Humanities aims to instill core and foundational values of constructive education. School of Humanities since its establishment in 2015, thrives to reach standards of excellence in teaching, research and consultancy. The School recognizes the growing demand for trained manpower in industry, government, research and other sectors as well as nurturing future researchers and specialists in English.

## 4.1. Graduate Attributes

- Teamwork and communication skills.
- Creative and critical thinking and problem solving
- Intercultural and ethical competency
- Deep discipline knowledge and intellectual breadth

## 4.2. Programme Educational Objectives (PEO)

**PEO1**. To prepare future teachers and writers/authors who will be able to spread knowledge via 'literature and its diversity of interpretation' at local and global levels.

**PEO2.** To develop skills in literary analysis, interpretation, and research.

**PEO3.** To develop strong competencies in undergraduate-level students in broad fields of English and its applications in an interactive environment.

**PEO4**. To prepare the students to successfully compete for employment in teaching of English, Linguistics, Writing, Research, and Entrepreneurship.

**PEO5**. To prepare socially responsible, rational and enlightened citizens for the betterment of society and nation.

## 4.3. Program Outcomes (PO)

**PO1:** To develop a comprehensive understanding of the theories and practical applications of their subject.

**PO2:** To acquire a sense of social responsibility and service to the greater good of humanity.

**PO3:** To foster scientific temper, creative ability, and cross-cultural sensitivity.

**PO4:** To provide the students opportunities in terms of employment and research.

**PO5:** To develop ability for advanced critical thinking and ability to formulate logical arguments.

**PO6:** To acquire the capability to work independently, as well as a member of the diverse team,

**PO7:** To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society.

**PO8:** To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings.

**PO9:** To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres.

**PO10:** To be able to use digital sources to aid and augment their scholastic pursuits.

## 5.    B.A (H) English

The B.A (H) English programme holds a distinct attraction to aspiring students as it has large scope of career options. After graduation it paves the path for a sure-shot entry not only to teaching but to journalism, writing, editing, civil services, MBA etc. The main objective of this programme is to enable the students understand the human civilization through literature and learn to use language to address issues in the society and in the past. The programme grooms the students and moulds them into individuals with excellent communication skills and confidence with values such as sense of responsibility and consciousness.

### 5.1. Eligibility Criteria: - The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

### 5.2. Programme Specific Outcomes (PSO)

**PSO1:**   To develop competence in the structure, levels and discourse functions of the English language

**PSO2**:  To appreciate different literary texts with respect to its genre and history.

**PSO3:** To gain an understanding of the social and cultural connotations associated with a literary work.

**PSO4:** To be able to critically analyse and apply literary theories with respect to other disciplines.

**PSO5:** To be able to recognize and comprehend different varieties of English language and develop a writing style of their own.

**PSO6:** To apply their knowledge and skills to a wide range of industries and academia.

### 5.3.    Duration: - 3 Years (6 Semesters)

The minimum period required for the B.A (Hons.) Programme offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A(Hons) Programme offered by the University shall be five years.

### 5.4.    Class Timings

The classes will be held from Monday to Friday from 09:10 am to 04:10 pm.

## 5.5.    Course Outline:

An overview of British Literature covering literature from 14th century to 21st century; American Literature, Indian Writing in English, Popular Literature, Film Studies, Gender Studies, Media & Mass Communication, Diaspora Literature, Literary Criticism, Classical Literature, Women's Writing, Academic Writing, Linguistics and Research Methodology.

## 5.6.    Career Options:

A bachelor's degree in English Honours gives a strong foundation for teaching profession with B.Ed., Editorial work, Journalism, Event Management, Professional Anchoring; Competitive exams for Bank Probationary Officers, Civil Service Exams and for master's degree. The scope is much larger with a master's degree in English: Teaching profession in Higher Secondary with B.Ed., with M.Phil. in colleges and with PhD and NET in Universities.

## 5.7.    Syllabi

The syllabi of all courses for the first year for all the programmes offered are given in the following pages. These are arranged as: (a) common courses (b) degree specific courses, in numeric order of the last three digits of the course code.

For each course, the first line contains Course Code and Credits (C) of the course.

**THREE YEARS B.A. (H) ENGLISH PROGRAMME AT A GLANCE**

| Courses | 5 | 5 | 8 | 8 | 6 | 6 | **38** |
|---|---|---|---|---|---|---|---|
| | Semester I | Semester II | Semester III | Semester IV | Semester V | Semester VI | Total |
| Credits | 26 | 25 | 32 | 28 | 26 | 30 | **166** |

# Scheme of Studies as per Choice Based Credit System
# And Learning Outcome based Curriculum Framework

| **ODD SEMESTER I** | | | | | | | | **EVEN SEMESTER II** | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **S.No.** | **COURSE CODE** | **COURSE TITLE** | **L** | **T** | **P** | **C** | | **S.No.** | **COURSE CODE** | **COURSE TITLE** | **L** | **T** | **P** | **C** |
| 1 | SHEL141A | Indian Writing in English **(Core 1)** | 5 | 1 | 0 | 6 | | 1 | SHEL142A | European Classical Literature **(Core 3)** | 5 | 1 | 0 | 6 |
| 2 | SHEL143A | British Literature: 18th Century **(Core 2)** | 5 | 1 | 0 | 6 | | 2 | SHEL144A | British Romantic Literature **(Core 4)** | 5 | 1 | 0 | 6 |
| 3 | UCCS155A | Communication Skills **(AEC 1)** | 3 | 1 | 0 | 4 | | 3 | UCES125A | Environmental Studies **(AEC 2)** | 3 | 0 | 0 | 3 |
| 4 | SHEL147A | Academic Writing & Composition **(Generic Elective 1)** | 5 | 1 | 0 | 6 | | 4 | SHEL146A | Media & Communication **(Generic Elective 2)** | 5 | 1 | 0 | 6 |
| 5 | | Open Elective | 4 | 0 | 0 | 4 | | 5 | | Open Elective | 4 | 0 | 0 | 4 |
| **TOTAL** | | | **22** | **4** | **0** | **26** | | **TOTAL** | | | **22** | **3** | **0** | **25** |
| **ODD SEMESTER III** | | | | | | | | **EVEN SEMESTER IV** | | | | | | |
| **S.No.** | **COURSE CODE** | **COURSE TITLE** | **L** | **T** | **P** | **C** | | **S.No.** | **COURSE CODE** | **COURSE TITLE** | **L** | **T** | **P** | **C** |
| 1 | SHEL241A | British Poetry and Drama:14th to 17th Centuries **(Core 5)** | 5 | 0 | 0 | 5 | | 1 | SHEL242A | Popular Literature **(Core 8)** | 5 | 0 | 0 | 5 |
| 2 | SHEL243A | American Literature **(Core 6)** | 5 | 0 | 0 | 5 | | 2 | SHEL244A | British Poetry and Drama:17th to 18th Centuries **(Core 9)** | 5 | 0 | 0 | 5 |
| 3 | SHEL245A | Women's Writing **(Core 7)** | 5 | 1 | 0 | 6 | | 3 | SHEL246A | Postcolonial Literatures **(Core 10)** | 5 | 1 | 0 | 6 |
| 4 | SHEL250A | Creative Writing **(Open Elective - OE)** | 3 | 1 | 0 | 4 | | 4 | SHEL249A | English Language Teaching **(SEC I1- from group of SEC** | 3 | 1 | 0 | 4 |

| S.No. | COURSE CODE | COURSE TITLE | L | T | P | C |
|---|---|---|---|---|---|---|
| 5 | SHEL248A | Language & Linguistics **(Generic Elective 3)** | 5 | 1 | 0 | 6 |
| 6 | UCDM301A | Disaster Management **(AEC 3)** | 3 | 0 | 0 | 3 |
| 7 | SHEL281A | British Poetry and Drama:14th to 17th Centuries- Practical | 0 | 0 | 1 | 1 |
| 8 | SHEL283A | American Literature- Practical | 0 | 0 | 1 | 1 |
| **TOTAL** | | | **26** | **3** | **2** | **31** |

| S.No. | COURSE CODE | COURSE TITLE | L | T | P | C |
|---|---|---|---|---|---|---|
| | | I) | | | | |
| 5 | SHEL247A | Contemporary India: Women &Empowerment **(Generic Elective 4)** | 5 | 1 | 0 | 6 |
| 6 | SHEL282A | Popular Literature- Practical | 0 | 0 | 1 | 1 |
| 7 | SHEL284A | British Poetry and Drama:17th to 18th Centuries- Practical | 0 | 0 | 1 | 1 |
| 8 | | Value Added Course | | | | 0 |
| **TOTAL** | | | **23** | **3** | **2** | **28** |

## ODD SEMESTER V

| S.No. | COURSE CODE | COURSE TITLE | L | T | P | C |
|---|---|---|---|---|---|---|
| 1 | SHEL305A | British Literature: 19th Century **(Core 11)** | 5 | 0 | 0 | 5 |
| 2 | SHEL301A | Modern European Drama **(Core 12)** | 5 | 0 | 0 | 5 |
| 3 | SHEL309A | Literary Theory **(DSE 1- from list of Group I)** | 5 | 1 | 0 | 6 |
| 4 | SHEL319A | Literature of Indian Diaspora **(DSE 2- from list of Group I)** | 5 | 1 | 0 | 6 |
| 5 | SHEL355A | British Literature: 19th Century- | 0 | 0 | 1 | 1 |

## EVEN SEMESTER VI

| S.No. | COURSE CODE | COURSE TITLE | L | T | P | C |
|---|---|---|---|---|---|---|
| 1 | SHEL342A | Indian Classical Literature **(Core 13)** | 5 | 1 | 0 | 6 |
| 2 | SHEL344A | British Literature: 20th Century **(Core 14)** | 5 | 1 | 0 | 6 |
| 3 | SHEL346A | Literary Criticism **(DSE 3- from list of Group II)** | 5 | 1 | 0 | 6 |
| 4 | SHEL348A | Modern Indian Writing in English Translations **(DSE 4- from list of Group II)** | 5 | 1 | 0 | 6 |
| 5 | SHEL308A | Project/Dissertation- Practical | 0 | 0 | 0 | 6 |

| 6 | SHEL351A | Practical | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Modern European Drama- Practical | 0 | 0 | 1 | 1 | | Value Added Course |
| | | Summer Internship | 2 | 0 | 0 | 2 | | |
| **TOTAL** | | | **22** | **2** | **2** | **26** | **TOTAL** | **20** | **4** | **0** | **30** |

| **TOTAL HOURS: LECT [L]+ PRAC [P]+ TUT [T]** | **160** |
|---|---|
| **TOTAL CREDITS [C]** | **166** |

| **Group I- Discipline Specific Courses (DSE)** |
|---|
| (i) Literature of Indian Diaspora |
| (ii) Science Fiction & Detective Literature |
| (iii) World Literatures |
| (iv) Autobiography |
| (v) Research Methodology |
| (vi) Literary Theory |
| (vii) British Literature: Post World War II |

| **Group II- Discipline Specific Courses (DSE)** |
|---|
| (i)  Partition Literature |
| (ii) Modern Indian Writing in English Translation |
| (iii) Nineteenth Century European Realism |
| (iv) Project/ Dissertation |
| (v) Literature & Cinema |
| (vi) Travel Writing |
| (vii) World Literatures |
| (viii) Literary Criticism |

| **Generic Elective (GE) one in 1st- 4th semester** |
|---|
| (i) Academic Writing & Composition |
| (ii) Text & Performance |
| iii) Media & Communication |
| (iii) Gender and Human Rights |
| (iv) Language, Literture& Culture |
| (v) Contemporary India: Women and Empowerment |
| (vi) Language & Linguistics |
| (vii) MOOC |

| **Group I- Skill Enhancement Elective Course (SEC)** |
|---|
| (i) English Language Teaching |
| (ii) Translation Studies |
| iii) Business Communication |

| **Open Elective (OE) in 3rd Semester** |
|---|
| i) Creative Writing |

| **Group I- Skill Enhancement Elective Course (SEC)** |
|---|
| (i) Technical Writing |
| (ii) Soft Skills |

# SEMESTER-I

| S.No. | Course Code | Semester I<br>Course Title | Credits |
|-------|-------------|---------------------------|---------|
| 1 | SHEL141A | Indian Writing in English **(Core)** | 6 |
| 2 | SHEL143A | British Literature:18<sup>th</sup> Century **(Core)** | 6 |
| 3 | UCCS155A | Communication Skills **(AECC)** | 4 |
| 4 | SHEL147A | Academic Writing & Composition**(Generic Elective)** | 6 |
| 5 | | Open Elective | 4 |
| | | **TOTAL** | **26** |

| **SHEL141A** | **Indian Writing in English** | L | T | P | C |
|--------------|-------------------------------|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Identify the characteristics of Indian Literature of 19<sup>th</sup> century.
- Interpret texts written by Indian writers.
- Identify features of literary works and their influences on the society.
- Analyze different writing techniques employed by writers.
- Express concepts through assignments
- Analyze the texts through modern Indian perspectives

## Course Outcomes

On completion of this course, the students will be able to:

CO1: Awareness about the literary traditions

CO2: Recognizing and comprehending different writing skills and developing writing skills.

CO3: Exposure to social and cultural texts

CO4: Fostering, creative ability and cross-cultural sensitivity.

CO5: Fostering analytical skills.

CO6: Recognizing cultural impact on literature.

## Catalogue Description

The learning program will enable the learners to comprehend the various features of Indian Literature in English and understand the socio-cultural aspect of Indian society.

## Course Content

### Unit I                                                    15 lecture hours

Introduction: Indian English; Indian English Literature and its themes and contexts of the Indian English Novel; The appreciation of Indian English Poetry; Modernity in Indian English Literature,

### Unit II                                                   15 lecture hours

Rabindranath Tagore: *The Home and the World*

### Unit III                                                  15 lecture hours

Sujata Bhatt: "White Asparagus"
Kamala Das: "Introduction",  "My Grandmother's House"
Eunice D' Souza: "The Road",  "Forgive Me, Mother".

### Unit IV                                                   15 lecture hours

Ismat Chughtai : *Lihaf* (The Quilt)
Premchand: *The Holy Panchayat*

## TEXT BOOK:

1. Tagore, Rabindranath.*Home and the World* . Penguin Classics , 2005.

2. Chugtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press,1994.

*3.* Das, Kamala.*Selected Poems*. Modern Classics*, 2014.

4. Trivedi, Harish. *Modern Indian Literature*. Oxford University Press.2015

## REFERENCE BOOKS/MATERIALS:

1. *Modern Indian Literature*. Oxford University Press, 2013.

2. *Modern Indian Thought* . Worldview Publications , 2012.

3. Mukherjee, Meenakshi, 'Divided by a Common Language', in *The Perishable Empire*. OUP, 2000.

4. Naik, M.K. *History of Indian English Literature*. Sahitya  Academy, 2004

5. King, Bruce, 'Introduction', in *Modern Indian Poetry in English*.  2nd ed. , OUP, 2005

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Awareness about the literary traditions | **PO7, PSO3** |
| **CO2** | Recognizing and comprehending different writing skills and developing writing skills | **PO9, PSO1** |
| **CO3** | Exposure to social and cultural texts | **PO8, PSO2** |
| **CO4** | Fostering, creative ability and cross-cultural sensitivity | **PO3, PSO5** |
| **CO5** | Fostering analytical skills | **PO5, PSO4** |
| **CO6** | Recognizing cultural impact on literature | **PO7, PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings | Competency in language and communication skills for interacting with diverse audiences in a variety of | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL141A | Indian Writing in English | | | 3 | | 3 | | 3 | 3 | 3 | | 3 | 3 | 2 | 3 | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | 3 | | | | | | 2 | | | |
| CO2 | | | | | | | | | 3 | | 3 | | | | | |
| CO3 | | | | | | | | 2 | | | | 3 | | | | |
| CO4 | | | 3 | | | | | | | | | | | 3 | | |
| CO5 | | | | | 3 | | | | | | | | | 3 | | |
| CO6 | | | | | | | 2 | | | | | | 3 | | | |

1=weakly mapped          2= moderately mapped                    3=strongly mapped

| Unit I | INDIAN ENGLISH |
|---|---|
| Local | Introduction and Background of Indian Writing in English to assess impact of literature on self and identity |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing through modern Indian perspectives |
| Global | Understanding the Indian English novel, poetry and modernity in Indian English literature on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | Studying various women writers in Indian Writing in English |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | THE HOME AND THE WORLD |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of Indian novel and impact of Indian writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | POEMS |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in Indian writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |

| | |
|---|---|
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Writing traditions of women writers |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | SHORT STORIES |
| Local | To develop competence in the structure, levels, and discourse functions of short stories |
| Regional | Usage of regional language in short stories |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Short story writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the Indian society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4<sup>th</sup> IR | Team Work&Skill Development |

| SHEL143A | British Literature: 18th Century | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 5 | 1 | 0 | 6 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- To develop an understanding of 18th-century British literature within its cultural and historical context.
- To analyze 18th-century literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the importance of canonicity within literary studies.

- To recognize and analyze 18th-century British literature within broader literary contexts.
- To provide students with guided research and writing experience in 18th-century studies

## Course Outcomes :

CO1: Develop working knowledge of the historical and cultural contexts of British literature of the 18th century.

CO2: Identify and analyze distinct literary characteristics of British literature of the time

CO3: Evaluate and compare various thematic perspectives, genres and styles within British Literature of 18$^{th}$ century.

CO4: Identify the texts as a product of the socio- political background of the ages.

CO5: Demonstrate an understanding of the historical, political and cultural context of the works written.

CO6: Understand the contributions of texts in syllabus to the literary canon.

## Catalogue Description:

The learning program will help the student to formulate useful questions and lucid arguments about eighteenth-century literature. They will be able to recognize the features of selected eighteenth-century literary genres and apply literary interpretation effectively

## Course Content

### UNIT I                                                        15 lecture hours
Introduction:- The Enlightenment and Neoclassicism; Restoration Comedy; The Country and the City; The Novel and the Periodical Press; Prose

### UNIT II                                                       15 lecture hours
Daniel Defoe: *Moll Flanders*

### UNIT III                                                      15 lecture hours
Dryden:"Mac Flecknoe"
Thomas Gray: *"*Elegy Written in a Country Churchyard"
Robert Burns : "A Red Red Rose"

### UNIT IV                                                       15 lecture hours
Samuel Johnson: *Preface to Shakespeare*

## REFERENCE BOOKS/MATERIALS:

1. Burns, Robert. *A Red,Red Rose and other Poems*. Michael.O'Mara Books, 2016.
2. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.
3. Gray, Thomas. "Elegy Written in a Country Churchyard" H. L. Caldwell.Co., 1920.
4. Johnson, Samuel. *Preface to Shakespeare*. Surjeet publications, 2018.
5. Long, William J. *English Literature*. A.I.T.B.S. Publishers, 2003.
6. Trivedi, R.D. *A Compendious History of English Literature.* Vikas Publishing, 2015.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between Cos, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Develop working knowledge of the historical and cultural contexts of British literature of the 18th century | **PO7, PSO3** |
| **CO2** | Identify and analyse distinct literary characteristics of British literature of the time | **PO7, PSO2** |
| **CO3** | Evaluate and compare various thematic perspectives, genres and styles within British Literature of 18th century | **PO4, PSO3** |
| **CO4** | Identify the texts as a product of the socio- political background of the ages | **PO7, PSO3** |
| **CO5** | Demonstrate an understanding of the historical, political, and cultural context of the works written | **PO8,PSO3** |
| **CO6** | Understand the contributions of texts in syllabus to the literary canon | **PO1,PSO2** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| 143A | British Literature 18th Century | 3 | | | 3 | | | 3 | 3 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | 3 | | | | | | 2 | | | |
| CO2 | | | | | | | | | 3 | | 3 | | | | | |
| CO3 | | | | | | | | 2 | | | | | 3 | | | |
| CO4 | | | 3 | | | | | | | | | | | 3 | | |
| CO5 | | | | | 3 | | | | | | | | | 3 | | |
| CO6 | | | | | | | 2 | | | | | | 3 | | | |

1=weakly mapped      2= moderately mapped      3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | Develop working knowledge of the historical and cultural contexts of British literature of the 18th century |
| Regional | Identify and analyse distinct literary characteristics of British literature of the time |
| National | Identify the texts as a product of the socio- political background of the ages |
| Global | Understand the contributions of texts in syllabus to the literary canon |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Provide the students opportunities in terms of employment and research |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | MOLL FLANDERS |
| Local | - |
| Regional | Analyse text from the perspective of social aspects at the time |
| National | Assess novel in the context of historical background |
| Global | An overview of British literature of the 18th century |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | Writing traditions of women writers |
| Human Values | Simplicity and lucidity of writer expression |
| Environment & Sustainability | - |
| Unit III | VERSES |
| Local | Recognising Cultural Impact on individual |
| Regional | Analyzing poetic traditions in British literature in 18th century |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | - |

| Human Values | - |
|---|---|
| Environment & Sustainability | - |
| **Unit IV** | **PREFACE TO SHAKESPEARE** |
| Local | To develop competence in the structure, levels and discourse functions of prose |
| Regional | Usage of regional language in prose |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) topic-centred clubs and activities organized |
| POE/4<sup>th</sup> IR | Teamwork (Discussion/seminar)        Projects |

| UCCS 155A | Communication Skills | L | T | P | C |
|---|---|---|---|---|---|
| | | | | | |
| **Version 3.0** | | 3 | 1 | 0 | 4 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Identify key elements and principles of communication.
- Demonstrate understanding of the communication process.
- Describe their communication strengths and growth areas.
- Demonstrate ability to prepare and present a short oral presentation.
- Appreciate the role of body language and voice tone in effective communication.

- Communicate their message in an effective and engaging way for the recipient.

## Course Outcomes:

On completion of this course, the students will be able to

CO1: Understand the basics of Grammar to improve written and oral communication skills

CO2: Understand the correct form of English with proficiency

CO3: Improve student's personality and enhance their self-confidence

CO4: Improve professional communication

CO5: Enhance academic writing skills

## Catalogue Description:

This learning program with its practice-based learning tasks will facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.

## Course Content

### UNIT I                                                                          10 lecture hours

**Introduction to Communication:** Importance of Communication Skills, Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication (Interpersonal, Intrapersonal and Organizational).

### UNIT II                                                                         8 lecture hours

**Academic Writing**: Précis (Summary – Abstract – Synopsis – Paraphrase – Précis: Methods), Letter & Résumé (Letter Structure & Elements – Types of letter: Application & Cover - Acknowledgement – Recommendation – Appreciation – Acceptance – Apology – Complaint –Inquiry).Writing a proposal and synopsis. Structure of a research paper. Citations and plagiarism.

### UNIT III                                                                       8 lecture hours
**Technology-Enabled Communication:** Using technology in communication tasks, E-mails, tools for constructing messages, Computer tools for gathering and collecting information; Different virtual medium of communication.

### UNIT IV                                                                        6 lecture hours

**Building Vocabulary:** Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms &Synonyms, Phrasal Verbs, Idioms & Proverbs ( 25 each); Commonly used foreign words(15 in number);

## UNIT V                                                                    8 lecture hours

**Personality Development:** Etiquettes& Manners; Attitude, Self-esteem & Self-reliance; Public Speaking; Work habits (punctuality, prioritizing work, bringing solution to problems), Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

## TEXTBOOK:

Kumar, Sanjay and Pushplata.*Communication Skills*.Oxford University Press, 2015.

## REFERENCE BOOKS/MATERIALS:

1. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
2. Tickoo, M.L., A. E.Subramanian and P.R.Subramaniam.*Intermediate Grammar, Usage and Composition.* Orient Blackswan, 1976.
3. Bhaskar, W.W.S., AND Prabhu, NS., " English Through Reading", Publisher: MacMillan,1978
4. Business Correspondence and Report Writing" -Sharma, R.C. and Mohan K. Publisher: Tata McGraw Hill1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: HospitalityPress
6. Business Communication-K.K.Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: ThompsonPress
8. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
9. Basic Business Communication By Lesikar&Flatley, Publisher Tata McGraw Hills
10. Body Language By Allan Pease, Publisher SheldonPress

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) ,Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between Cos, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Understand the basics of Grammar to improve written and oral communication skills | **PO1, PSO1** |
| **CO2** | Understand the correct form of English with proficiency | **PO9,PSO1** |
| **CO3** | Improve student's personality and enhance their self-confidence | **PO9, PSO6** |
| **CO4** | Improve professional communication. | **PO9, PS06** |
| **CO5** | Enhance academic writing skills | **PO3,PSO1** |

| Course Code | Course Title | PO1 To develop a comprehensive understanding of the theories and practical applications of their subject | PO2 To acquire a sense of social responsibility and service to the greater good of humanity. | PO3 Foster scientific temper, creative ability and cross-cultural sensitivity | PO4 Provide the students opportunities in terms of employment and research | PO5 Develop ability for advanced critical thinking and ability to formulate logical arguments. | PO6 Acquire the capability to work independently, as well as a member of the diverse team, | PO7 Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society | PO8 Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | PO9 Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | PO10 Ability to use digital sources to aid and augment their scholastic pursuits. | PSO1 To develop competence in the structure, levels and discoursefunctions of the English language | PSO2 To appreciate different literary texts with respect to its genre and history | PSO3 To gain an understanding of the social and cultural connotations associated with a literary work. | PSO4 To be able to critically analyze and apply literary theories with respect to other disciplines. | PSO5 To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | PO6 To apply their knowledge and skills to a wide range of industries and academia |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **UCCS 155A** | Communication Skills | 3 | | 3 | | | | | | 3 | | 3 | | | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | | | | | | | | | | 3 | | | | | |
| **CO2** | | | | | | | | | 3 | | 2 | | | | | |
| **CO3** | | | | | | | | | 3 | | | | | | | 3 |
| **CO4** | | | | | | | | | 2 | | | | | | | 3 |
| **CO5** | | | 3 | | | | | | | | 3 | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION TO COMMUNICATION |
|---|---|
| Local | Facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills. |
| | |
| Regional | - |
| National | - |
| Global | Understanding correct form of English and proficiency |
| Employability | Improve professional communication |
| Entrepreneurship | Facilitate professional growth |
| Skill Development | Improve professional communication |
| Professional Ethics | Enhance communication skills |
| Gender | - |
| Human Values | Communication |
| Environment & Sustainability | - |
| Unit II | ACADEMIC WRITING |
| Local | Enhance academic writing skills for fostering the ability to compose comprehensive written materials |
| Regional | - |
| National | - |
| Global | Development of writing skills in the global context, employing languages and writing styles |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Fostering the enhancement of academic writing among students |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | TECHNOLOGY ENABLED COMMUNICATION |
| Local | Being adept in technology for the purpose of creativity and research |
| Regional | - |
| National | - |
| Global | Ability to use digital sources to aid and augment their scholastic pursuits. |
| Employability | Technological proficiency and understanding of basic tools |
| Entrepreneurship | - |
| Skill Development | Knowledge of technology and multiple program and tools |
| Professional Ethics | - |

| Gender | - |
|---|---|
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | BUILDING VOCABULARY |
| Local | Develop the ability to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. Also Understand the correct form of English with proficiency |
| Regional | - |
| National | - |
| Global | Improve professional communication |
| Employability | Understanding Etiquettes& Manners; Attitude; Self-esteem & Self-reliance; Public Speaking; |
| Entrepreneurship | - |
| Skill Development | Enhancing nonverbal skills |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | Skills for Decent Work(Good communication and moral behaviour) |
| NEP 2020 | Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging (4.1 - 4.46), |
| POE/4<sup>th</sup> IR | Skill development/Project |

| SHEL147A | Academic Writing & Composition | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion.
- Employ the various stages of the writing process, including pre-writing, writing and re-writing
- Employ descriptive, narrative, and expository modes.

- Demonstrate ability to write for an academic audience.
- Demonstrate understanding of and apply the principles of effective paragraph structure;
- Write concise sentences;
- Employ quotation, paraphrase and summary.
- Introduce, position and integrate source material into the body of an essay.
  Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Develop clear and appropriate writing skills in the student.

CO2: Observe appropriate mechanics, usage, grammar, and spelling.

CO3: Able to write readily understood articles/write-ups for a general reader.

CO4: Use electronic environments to draft, revise, edit, and share or publish texts.

CO5: Develop effective written communication and critical reading.

CO6: Students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.

## Catalogue Description:

The objective of this learning program is to attempt to help students understand academic writing and develop effective writing, reading and editing skills.

## Course Content

## UNIT I                                                    15 lecture hours

Introduction: Writing Process; Advantages of writing and written materials; Conventions of Academic Writing

## UNIT II                                                   15 lecture hours

Writing with a purpose: Technical & General writing; summarizing and paraphrasing; Creative writing

## UNIT III                                                  15 lecture hours

Critical Thinking & writing: Syntheses, Analysis, and Evaluation; Structuring an Argument: Introduction, Interjection, and Conclusion

**UNIT IV**                                                                    **15 lecture hours**

Documentation: Citing Resources; Editing, Book and Media Review

**REFERENCE BOOKS/MATERIALS:**

1. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.

2. Gupta, Renu. *A Course in Academic Writing*. Orient BlackSwan, 2010.

3. Hamp-Lyons, Liz and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006.

4. Leki, Ilona . *Academic Writing: Exploring Processes and Strategies*. 2nd ed., CUP, 1998.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) ,Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs ,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Develop clear and appropriate writing skills in the student. | **PO9, PSO1** |
| **CO2** | Observe appropriate mechanics, usage, grammar, and spelling | **PO9,PSO1** |
| **CO3** | Able to write readily understood articles/write-ups for a general reader | **PO9,PSO1** |
| **CO4** | Use electronic environments to draft, revise, edit, and share or publish texts | **PO10,PSO1** |
| **CO5** | Develop effective written communication and critical reading | **PO9,PSO2** |
| **CO6** | Students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias. | **PO9,PSO1** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL147A | Academic Writing & Composition | | | | | | | | | 2 | 2 | 3 | 3 | | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | 3 | | | | | | 2 | | | |
| CO2 | | | | | | | | | 3 | | 3 | | | | | |
| CO3 | | | | | | | 2 | | | | | 3 | | | | |
| CO4 | | | 3 | | | | | | | | | | | 3 | | |
| CO5 | | | | | 3 | | | | | | | | | 3 | | |
| CO6 | | | | | | | 2 | | | | | | 3 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

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| Unit I | INTRODUCTION |
|---|---|
| Local | Students understand academic writing and develop effective writing, reading, and editing skills. |
| Regional | - |
| National | - |
| Global | Enhance academic writing skills for fostering the ability to |
| Employability | Compose comprehensive written materials |
| Entrepreneurship | - |
| Skill Development | Fostering creative abilities and analytical skills |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | WRITING WITH A PURPOSE |
| Local | Enhancing technical and general writing along with abilities to paraphrase and creative writing |
| Regional | - |
| National | - |
| Global | Fostering creative writing abilities |
| Employability | Technical writing for employability in professional writing |
| Entrepreneurship | - |
| Skill Development | Enhancing skills of paraphrasing, summarizing and technical writing skills |
| Professional Ethics | Professional writing |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | CRITICAL THINKING & WRITING |
| Local | Creating ability for critical thinking and writing |
| Regional | - |
| National | - |
| Global | Focussing on synthesis and analysis of written material |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Understanding Structuring an argument |
| Professional Ethics | - |

| | |
|---|---|
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | DOCUMENTATION |
| Local | Creating relevant and professionally absolute documentation |
| Regional | - |
| National | - |
| Global | Understanding different ways of documentation and learning new trends and formats |
| Employability | Employing skills of documentation |
| Entrepreneurship | - |
| Skill Development | Fostering documentation skills as well as editing materials |
| Professional Ethics | Ethics in professional writing |
| Gender | Gender sensitive writing |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | - |
| NEP 2020 | Online and Digital Education: Ensuring Equitable Use of Technology (24.1 - 24.5) (taking assistance of online modules for learning such as MOOCs and Youtube) |
| POE/4th IR | - |

| Semester II | | | |
|---|---|---|---|
| **S.No.** | **Course Code** | **Course Title** | **Credits** |
| 1 | SHEL142A | European Classical Literature (**Core**) | 6 |
| 2 | SHEL144A | British Romantic Literature (**Core**) | 6 |
| 3 | UCES125A | Environmental Studies (**AECC**) | 3 |
| 4 | SHEL146A | Media & Communication (**Generic Elective**) | 6 |
| | | Open Elective | 4 |
| | | **TOTAL** | **25** |

| **SHEL142A** | **European Classical Literature** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To introduce the students to historical background of the European classical literature
- To acquaint the students with the origin of the European Canon
- To acquaint the students with various literary terms and its implementation and significance in European writing.
- To make the students aware of the literary cultures I Augustan Rome and Athenian city state.
- To make the students acquainted with noted dramatists and their literary outputs.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1:  Define the meaning of western Classical literature and identify various characteristics of the same

CO2:Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature

CO3:  Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres

CO4:  Recognize and trace the impact of European Classical literature on British literature in the ages to come

CO5: Analyze the relevance of the texts from the perspective of the present

CO6: Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow

## Catalogue Description:

The objective of this learning program is to attempt to help students to read and gauge the influence of pre-modern European texts in contemporary literature and culture.

## Course Content

## UNIT I                                                      15 lecture hours

Homer: "The Iliad", tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

## UNIT II                                                     15 lecture hours

Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984*)*.

## UNIT III                                                    15 lecture hours

Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

## UNIT IV                                                     15 lecture hours

Ovid: *Selections from Metamorphoses 'Bacchus'*, (Book III), *Pyramus and Thisbe*(Book IV), *Philomela* (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). *Horace Satires* I: 4, in Horace: Satires and Epistles and Persius: Satires, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

## REFERENCE BOOKS/MATERIALS:

1. Aristotle. *Poetics.* Translated by Malcolm Heath. Penguin, 1996.
2. Horace. *ArsPoetica.* Translated by H. Rushton Fairclough. Harvard University Press, 2005.
3. Plato. *The Republic*. Book X, Translated by Desmond Lee. Penguin, 2007.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define the meaning of western Classical literature and identify various characteristics of the same. | **PO1, PSO2** |
| **CO2** | Analyze various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature | **PO1,PSO2** |
| **CO3** | Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres. | **PO1,PSO2** |
| **CO4** | Recognize and trace the impact of European Classical literature on British literature in the ages to come | **PO7, PSO3** |
| **CO5** | Analyze the relevance of the texts from the perspective of the present. | **PO1,PSO3** |
| **CO6** | Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow | **PO7,PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments. | To acquire the capability to work independently, as well as a member of the diverse team, | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia. |
| SHEL142A | European Classical Literature | 3 | | | | | | 3 | | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | | | | | 3 | | | | |
| CO2 | 2 | | | | | | | | | | | 3 | | | | |
| CO3 | 3 | | | | | | | | | | | 3 | | | | |
| CO4 | | | | | | | 3 | | | | | | 3 | | | |
| CO5 | 3 | | | | | | | | | | | | 3 | | | |
| CO6 | | | | | | | 3 | | | | | | 2 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION (Homer) |
|---|---|
| Local | |
| Regional | Recognize the attributes that make Classical literary works universal and timeless, as well as unique to certain genres. |
| National | Recognize and trace the impact of European Classical literature on British literature in the ages to come. |
| Global | Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow |
| Employability | |
| Entrepreneurship | - |
| Skill Development | To be competent in language and communication skills for interacting with diverse audiences in a variety of ways. |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | Sophocles |
| Local | - |
| Regional | - |
| National | To gain an understanding of the social and cultural connotations associated with a literary work. |
| Global | Define the meaning of western Classical literature and identify various characteristics of the same. |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | To be competent in language and communication skills for interacting with diverse audiences in a variety of ways |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | Plautus |
| Local | - |
| Regional | Analyse various genres like Epic, Tragedy and Comedy in the context of Greek and Latin literature |
| National | - |
| Global | Learn to identify the motifs and symbols of Classical literature and how they are used in the centuries to follow |

| | |
|---|---|
| Employability | An attempt to help students to read and gauge the influence of pre-modern European texts in contemporary literature and culture. |
| Entrepreneurship | Motivate students to learn European classical literature in detail. |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Ovid |
| Local | - |
| Regional | Define the meaning of western Classical literature and identify various characteristics of the same |
| National | Analyze the relevance of the texts from the perspective of the present. |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To make the students acquainted with noted dramatists and their literary outputs. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Quality Education |
| POE/4th IR | |

| SHEL144A | **British Romantic Literature** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- It aims at acquainting the students with the romantic period and some of its representative writers.
- To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
- To understand the difference between reason and imagination, literature, and revolution.
- To understand the concept of nature as stated by the romantic poets in literature.
- To appreciate the simplicity and lucidity of expression of poets in romantic literature.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Familiar with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture

CO2: Analyse a variety of genres, including novels, poetry, life writing and political writing

CO3: Evaluate and compare various thematic perspectives and styles within English Romanticism

CO4: Demonstrate an understanding of the historical and cultural context of English Romanticism

CO5: Understand the contributions of texts in syllabus to the literary canon

CO6: Read the texts of the Romantic Age as a reader in the present day and age

## Catalogue Description:

This learning program would groom the students to be skilled to express literary interpretations in focused, coherent writing situate literature within cultural and historical contexts to evaluate current criticism independently.

## Course Content

## UNIT I                                                                                           15 lecture hours

Introduction: Reason and Imagination; Conceptions of Nature; Literature and Revolution

The Gothic; The Romantic Lyric

William Blake:"The Lamb", "The Tyger"

William Wordsworth:"Tintern Abbey"

Samuel Coleridge: "Rime of the Ancient Mariner"


## UNIT II                                                      15 lecture hours
John Keats:"Ode to Grecian Urn"
Percy Bysshe Shelley: "Ode to the West Wind"
John Byron: "She Walks in Beauty"


## UNIT III                                                     15 lecture hours
Charles Lamb: *The South-Sea House*, *Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

## UNIT IV                                                      15 lecture hours

Jane Austen: *Pride & Prejudice*


## REFERENCE BOOKS/MATERIALS:

1. Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.
2. Coleridge, Samuel Taylor. *BiographiaLiteraria*, ed. George Watson. Everyman, 1993.
3. Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling. OUP, 1973.
4. Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.
5. Rousseau, Jean-Jacques. *Preface to Emile or Education.* Translated by Allan Bloom Harmondsworth. Penguin, 1991.


## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs,POs and PSOs | | Mapped Program Outcomes |
|---|---|---|
| | **Course Outcomes (COs)** | |
| **CO1** | Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture. | **PO1, PSO3** |
| **CO2** | Analyse a variety of genres, including novels, poetry, life writing and political writing | **PO1, PSO2** |
| **CO3** | Evaluate and compare various thematic perspectives and styles within English Romanticism. | **PO5,PSO2** |
| **CO4** | Demonstrate an understanding of the historical and cultural context of English Romanticism. | **PO7,PSO2** |
| **CO5** | Understand the contributions of texts in syllabus to the literary canon | **PO8, PSO3** |
| **CO6** | Read the texts of the Romantic Age as a reader in the present day and age | **PO5, PSO3** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments. | To acquire the capability to work independently, as well as a member of the diverse team, | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO6 |
| SHEL 144A | British Romantic Literature | 2 | | | | 3 | | 3 | 1 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | | | | | | 3 | | | |
| CO2 | 3 | | | | | | | | | | | 3 | | | | |
| CO3 | | | | | 2 | | | | | | | 3 | | | | |
| CO4 | | | | | | | 3 | | | | | 3 | | | | |
| CO5 | | | | | | | | 2 | | | | | 3 | | | |
| CO6 | | | | | 3 | | | | | | | | 3 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | |
| Regional | |
| National | Analyse a variety of genres, including novels, poetry, life writing and political writing. |
| Global | An overview of some aspects of Romantic-period literature and culture |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | To provide students with the broad idea of the social and historical context of British Romantic Literature |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | JOHN KEATS, SHELLEY, AND BYRON |
| Local | Familiar with both central and more obscure texts from the Romantic period |
| Regional | - |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | CHARLES LAMB, WILLIAM HAZLITT |
| Local | - |
| Regional | - |
| National | To understand the concept of nature as stated by the romantic poets in literature. |
| Global | - |
| Employability | - |
| Entrepreneurship | - |

| | |
|---|---|
| Skill Development | - |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing situate literature within cultural and historical contexts to evaluate current criticism independently. |
| Gender | - |
| Human Values | To appreciate the simplicity and lucidity of expression of poets in romantic literature. |
| Environment & Sustainability | - |
| Unit IV | JANE AUSTEN |
| Local | - |
| Regional | - |
| National | Evaluate and compare various thematic perspectives and styles within English Romanticism. |
| Global | - |
| Employability | Familiarize with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture |
| Entrepreneurship | - |
| Skill Development | Understand the contributions of texts in syllabus to the literary canon |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Multi-Disciplinary studies |
| POE/4th IR | |

| UCES125A | Environmental Studies | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 0 | 0 | 3 |
| Pre-requisites/Exposure | Basics of Environment | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:
- To aware the students about the environment.
- To teach the students' concepts and methods from ecological and physical sciences and their application in environmental problem solving.
- To think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arise from human interactions with the world around them.
- To communicate clearly and competently matters of environmental concern and understanding to a variety of audiences in appropriate forms.

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

CO1. To comprehend and become responsive regarding environmental issues.

CO2. Acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.

CO3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.

CO4. To know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.

CO5. Become consciousness about healthy and safe environment.

## Catalogue Description:
This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

## Course Content

## UNIT I                                                                           8 Lectures
**Environment and Natural Resources:** Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness.

Land resources; land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

# UNIT II                                             16 Lectures

**Ecosystems and Biodiversity:** Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).

Biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

# UNIT III                                             15 Lectures

Environmental Pollution and Environmental Policies:

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture;  Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

# UNIT IV                                             11 Lectures

Human Communities and the Environment and Field work:

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan;

Environmental ethics: Role of Indian and other religions and cultures in evironmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems-pond, river, Delhi Ridge, etc.

## TEXT BOOKS:

1. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

## REFERENCE BOOKS/MATERIALS:

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand& Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | The learners will be able to comprehend and become responsive regarding environmental issues. | **PO2** |

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| | | |
|---|---|---|
| | | |
| **CO2** | Students will acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain. | **PO2** |
| **CO3** | It enables the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies. | **PO2,PSO5** |
| **CO4** | Students come to know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels. | **PO6,PSO2,PSO 5** |
| **CO5** | Students become consciousness about healthy and safe environment. | **PO6** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To Understand the issues of environmental contexts and sustainable development. | To provide the students opportunities in terms of employment and research. | To develop the ability for advanced critical thinking and the ability to formulate logical arguments | To develop different value systems and moral dimensions taking decisions., | To Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues | To understand the scope of the discipline and be motivated to pursue contemporary developments and happenings | Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes | To be able to use digital sources to aid and augment their scholastic pursuits. | To pinpoint and understand the past, present economic conditions of the country. | To Identify major issues debates, or approaches appropriate to the discipline. | To be able to critically analyze and apply Economic theories concerning other disciplines. | To develop the ability, explain economics to lay audiences, showing that they can translate economic concepts and principles into terms that | To analyze and evaluate positions on economic issues, showing that they can break an economic issue down into the various economic principles | To initiate the programmes for pursuing studies and be alert with the importance of entrepreneurial skills for their self-employment, to improve the |
| UCES125A | Environmental studies | | 3 | | | | | 2 | | 3 | | | 3 | | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | | 3 | | | | | | | | | 2 | | | | | |
| CO2 | | 3 | | | | | | | | | | | 2 | | | |
| CO3 | | 3 | | | | | | | | | | | | | 2 | |
| CO4 | | | | | | 2 | | | | | | | 3 | | 3 | |
| CO5 | | | | | | 3 | | | | | | | 3 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | **Environment and Natural Resources** |
|---|---|
| Local | Information about Land resources, deforestation, and conflicts over water |
| Regional | Study about Multidisciplinary nature of environmental sciences |
| National | Study of information regarding floods, soil erosion, droughts. |
| Global | Understanding the Indian English novel, poetry, and modernity in Indian English literature on a global front |
| Employability | How to make use of renewable resources and their benefit. |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | Use of natural resources helps in case studies. |
| Unit II | **Ecosystems and Biodiversity** |
| Local | Importance of Food chain and ecosystem. |
| Regional | - |
| National | Importance of ecosystem and its energy flow. |
| Global | Biological diversity: genetic, species and ecosystem diversity |
| Employability | Case studies of the following ecosystems: <br> a) Forest ecosystem <br> b) Grassland ecosystem <br> c) Desert ecosystem <br> d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | **Environmental Pollution and Environmental Policies** |
| Local | Effect of Pollution on environment |
| Regional | Various environmental policies. |
| National | Causes, effect, and control over pollution in environment. |
| Global | Nuclear health and natural hazards related to environment pollution. |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | To comprehend and become responsive regarding environmental issues. |
| Professional Ethics | - |

| Gender | - |
|---|---|
| Human Values | Techniques to protect our mother earth, safe and secure environment. |
| Environment & Sustainability | Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies. |
| **Unit IV** | **Human Communities and the Environment and Field work** |
| Local | Discuss about growth in human population. |
| Regional | Impact of growing population on environment. |
| National | Human Health and welfare related issues. |
| Global | Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Case studies related to Impact of population on environment |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | Become consciousness about healthy and safe environment |
| SDG | SDG4 |
| NEP 2020 | Multi-Disciplinary Studies |
| POE/4th IR | - |

| **SHEL146A** | **Media and Communication** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.
- Interpret and evaluate contemporary global culture through a critical framework, to apply theoretical concepts and ethical principles of equity and social justice from within the field of communication and media studies to issues of power, privilege, and oppression.

- Implement intellectually developed critical thinking skills, creative and imaginative use of communicative forms and technologies, and preparedness for the careers of today and the future.
- Produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Students will learn to define and relate to basics of New Media.

CO2: Students will comprehend theoretical concepts related to social media as a form of communication.

CO3: Students will apply theoretical concepts into research framework.

CO4: Students will be able to analyse audience usage patterns of varied social media applications.

CO5: Awareness about the types and significant role of Media & communication in the present world with its areas of communication inquiry, social interaction and mediated communication

CO6: Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter.

## Catalogue Description:

The objective of this learning program is to attempt to help students to understand media and how communication functions within the structure of media.

## Course Content

## UNIT I                                             15 lecture hours

Introduction to Mass Communication: Mass Communication and Globalization; Forms of Mass Communication: Social Media, Face book, Twitter; Marshal McLuhan: *The Medium is the Message*

Topics for Student Presentations:

a. Case studies on current issues Indian journalism

b. Performing street plays

c. Writing pamphlets and posters, etc.

## UNIT II                                            15 lecture hours

Advertisement: Types of advertisements; Advertising ethics; How to create advertisements/storyboards

Topics for Student Presentations:

a. Creating an advertisement/visualization.

b. Enacting an advertisement in a group.

c. Creating jingles and taglines.

## UNIT III                                                          15 lecture hours

Media Writing: Scriptwriting for TV and Radio; Writing News Reports and Editorials; Editing for Print and Online Media

Topics for Student Presentations:

a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio

b. Writing news reports/book reviews/film reviews/TV program reviews/interviews

c. Editing articles

d. Writing an editorial on a topical subject.

## UNIT IV                                                           15 lecture hours

Introduction to Cyber Media and Social Media: Types of Social Media; the Impact of Social Media; Introduction to Cyber Media

## REFERENCE BOOKS/MATERIALS:

1. Kumar, Keval J. *Mass Communication in India*. 4th ed. Jaico Publishing House, 2000.
2. Stovall, James G. *Writing for Mass Media*. Pearson, 2011.
3. J., Jethawaney and Shruti Jain. *Advertising Management*, Oxford University Press, 2006.
4. Jefkins, Frank. *Advertising*. Tata McGraw- Hill, 2007.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |

| CO1 | Students will learn to define and relate to basics of New Media. | PO1,PSO6 |
|------|------|------|
| CO2 | Students will comprehend theoretical concepts related to social media as a form of communication. | PO9,PSO6 |
| CO3 | Students will apply theoretical concepts into research framework. | PO5,PSO6 |
| CO4 | Students will be able to analyse audience usage patterns of varied social media applications | PO10,PSO6 |
| CO5 | Awareness about the types and significant role of Media & communication in the present world with its areas of communication inquiry, social interaction, and mediated communication | PO9,PSO6 |
| CO6 | Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter. | PO9, PSO6 |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL146A | Media and Communication | 3 | | | | 3 | | | | 3 | 3 | | | | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | | | 3 | | | 3 | | | 2 | 2 | 3 |
| CO2 | 2 | 2 | | 3 | | | | 3 | | | | | | 2 | 2 | 3 |
| CO3 | | | | 3 | | | | 3 | | | | | | 2 | 2 | 3 |
| CO4 | | | | 3 | | | | 3 | | | 3 | | | 2 | 2 | 3 |
| CO5 | 3 | 2 | | | | | | | | | | | | | | |
| CO6 | 3 | | | 3 | | | | | | | 2 | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

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| Unit I | INTRODUCTION TO MASS COMMUNICATION |
|---|---|
| Local | Basic Introduction to Mass Communication |
| Regional | Define and relate to basics of New Media |
| National | Theoretical concepts related to social media as a form of communication |
| Global | Globalization and Mass communication |
| Employability | Facebook, social media, and other digital tools. Case studies on current issues Indian journalism. Writing pamphlets and posters, etc |
| Entrepreneurship | - |
| Skill Development | An attempt to help students to understand media and how communication functions within the structure of media. |
| Professional Ethics | Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | ADVERTISEMENT |
| Local | Basic introduction to advertisement |
| Regional | Importance of advertisement and its impact on society. |
| National | Introduce the types and significant role of Media & communication in the present world with its areas of communication inquiry, social interaction and mediated communication |
| Global | - |
| Employability | Creating an advertisement/visualization. Creating jingles and taglines |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | MEDIA WRITING |
| Local | Basic Introduction to Media Writing. |
| Regional | Scriptwriting for TV and radio Writing news report and editorials |
| National | Editing for Print and Online Media - Topics for Student Presentations |
| Global | - |
| Employability | Writing an editorial on a topical subject. Script writing for a TV news/panel discussion/radar programme/hosting radio programmes on community radio |

| | |
|---|---|
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA |
| Local | Introduction to Cyber media and social media |
| Regional | Social media and cyber media and their types as well as importance. |
| National | The Impact of social media |
| Global | - |
| Employability | Creating some content related to social media |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | Enable students to practice the ethics and etiquettes during both face-to-face and mediated social encounter |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Online and Digital Education |
| POE/4th IR | - |

# SEMESTER III

| S.No. | Course Code | Course Title | Credits |
|-------|-------------|--------------|---------|
| Semester III | | | |
| 1 | SHEL241A | British Poetry & Drama:14th to 17th Centuries(**Core**) | 5 |
| 2 | SHEL243A | American Literature(**Core**) | 5 |
| 3 | SHEL245A | Women's Writing(**Core**) | 6 |
| 4 | SHEL250A | Creative Writing(**SEC**) | 4 |
| 5 | SHEL248A | Language & Linguistics(**Generic Elective**) | 6 |
| 6 | UCDM301A | Disaster Management(**AECC**) | 3 |
| 7 | SHEL281A | British Poetry & Drama:14th to 17th Centuries- Practical | 1 |
| 8 | SHEL283A | American Literature- Practical | 1 |
| | | **TOTAL** | **31** |

| SHEL241A | British Poetry and Drama:14th to 17th Centuries | L | T | P | C |
|----------|--------------------------------------------------|---|---|---|---|
| **Version 1.0** | | 5 | 0 | 0 | 5 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Introduction of British literature from $14^{th}$ to $17^{th}$ centuries
- Understand the theme, structure and styles in British poetry and drama
- Comprehend British literature from various socio-cultural and political contexts
- Detailed reading of the text to understand intellectual background of the $14^{th}$ and $17^{th}$ centuries

## Course Outcomes:

CO1: Analyze specific characteristics of British literature from $14^{th}$ to $17^{th}$ centuries
CO2: Identify the texts as a product of the socio- political background of the ages.
CO3: Analyze the evolution of genres like poetry and drama in the English language
CO4: Recognize and trace the inter-textual themes and motifs in British literature from $14^{th}$ to $17^{th}$ century.
CO5: Understand the contributions of texts in the syllabus to the literary canon.
CO6: Read the texts of the 14th to 17th century as a reader in the present day and age.

## Catalogue Description

This learning program will create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews.

## Course Content

### UNIT I                                                    15 lecture hours

Evolution of English Language & Literature; Renaissance Humanism; The Stage, Court, Countryside & City; Religious and Political Thought; Ideas of Love and Marriage.

### UNIT II                                                   10 lecture hours

Geoffrey Chaucer: "The Wife of Bath's Prologue"

### UNIT III                                                  10 lecture hours

John Donne: "The Sunne Rising"; "Batter My Heart"; "Valediction: forbidding mourning"

### UNIT IV                                                   15 lecture hours

William Shakespeare: Macbeth

### REFERENCE BOOKS/MATERIALS:

1. Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. Penguin Books, 1953.
2. Donne, John. *A Valediction Forbidding Mourning*. Florin Press,1981.
3. Donne, John.*One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.
4. *Fifteen Poets*. OUP, 1992.
5. Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.
6. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2010

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Analyse specific characteristics of British literature from $14^{th}$ to $17^{th}$ centuries | **PO7, PSO3** |
| **CO2** | Identify the texts as a product of the socio- political background of the ages | **PO7, PSO3** |
| **CO3** | Analyse the evolution of genres like poetry and drama in the English language | **PO7,PSO2** |
| **CO4** | Recognize and trace the inter-textual themes and motifs in British literature from $14^{th}$ to $17^{th}$ century | **PO5,PSO2** |
| **CO5** | Understand the contributions of texts in the syllabus to the literary canon | **PO8,PSO2** |
| **CO6** | Read the texts of the 14th to 17th century as a reader in the present day and age | **PO1, PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Comprehensive understanding of the theories and practical applications of their subject. | Acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia. |
| SHEL241A | British Poetry and Drama:14th to 17th Centuries | 3 | 3 | | | 2 | | 3 | 1 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 2 | 2 | 2 | | | 3 | | 1 | | 2 | 2 | 2 | 3 |
| CO2 | 2 | | | | 2 | | | | | | | | | | 2 | |
| CO3 | 3 | | | | | | | | 2 | | 1 | | | | | 3 |
| CO4 | | | | | | | | | 2 | | | | 2 | | | |
| CO5 | | | | 3 | 2 | | | | 3 | | | | 2 | | 3 | 3 |
| CO6 | 3 | | | | 2 | | | | 2 | | | | | | 2 | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
| --- | --- |
| Local | - |
| Regional | - |
| National | - |
| Global | Evolution of English Language & Literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | The Stage, Court, Countryside & City.<br><br>Religious and Political Thought |
| Professional Ethics | |
| Gender | Ideas of Love and Marriage. |
| Human Values | Renaissance Humanism |
| Environment & Sustainability | - |
| Unit II | GEOFFERY CHAUCER |
| Local | - |
| Regional | - |
| National | Expressing cross cultural sensitivity within the nation |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | The Wife of Bath's Prologue |
| Environment & Sustainability | - |
| Unit III | JOHN DONNE |
| Local | - |
| Regional | Analysing poetic traditions |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | - |
| Gender | - |

| Human Values | The Sunne Rising. |
|---|---|
| | Valediction: forbidding mourning |
| Environment & Sustainability | - |
| **Unit IV** | **WILLIAM SHAKESPEARE** |
| Local | - |
| Regional | - |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Quality Education |
| POE/4<sup>th</sup> IR | Team Work&Skill Development |

| **SHEL243A** | **American Literature** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 0 | 0 | 5 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

On completion of this course, the students will be able to:

- To have a historical overview of major literary theorists, particularly of the 20th century
- To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices

- To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature, and society
- To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- To identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts
- To apply various theoretical frameworks and concepts to literary and cultural texts.
- To evaluate and analyse strengths and limitations of theoretical frameworks and arguments
- To sharpen interpretative skills in the light of various theoretical frameworks

## Course Outcomes:

CO1: Provides the glimpse of American Literature, Culture, Theory, and the Renaissance

CO2: Students will have an awareness of the social, historical, literary, and cultural elements of the changes in American literature.

CO3: Identify the characteristics of American literature, its forms, and emerging themes in American literary works.

CO4: Identifying and describing distinct literary characteristics of American literature and analyse literary works of eminent American writers.

CO5: Students will examine the roots of American literature by focusing on a variety text and by reading multiple genres— Poetry, Drama and Novel.

CO6: Analyse the evolution of genres like poetry and drama in American literature.

## Catalogue Description:

The learning program will enable the students to interpret the works with due sensitivity to both textual and contextual signs and apply interpretive strategies developed in literary study to other academic and professional contexts to write lucidly and with sensitivity to audience.

## Course Content

## Unit I: Introduction                                            10 lecture hours

The American Dream; Social Realism and the American Novel; Folklore and the American Novel

Ralph Waldo Emerson: Excerpts from *The American Scholar*

## Unit II: Poetry                                                15 lecture hours

Edgar Allan Poe: "The Raven"

Walt Whitman: "When Lilacs Last in the Dooryard Bloom'd"

Emily Dickinson: "This is My Letter to the World"

Robert Frost: "The Road Not Taken"

## Unit III: Play                                    **10 lecture hours**

Introduction to American Drama, its characteristics and features
Edward Albee: *Who is Afraid of Virginia Woolf?*

## Unit IV: Novel                                    **15 lecture hours**

Introduction to American Novel, its characteristics
Ernest Hemingway: *A Farewell to Arms*

## REFERNCE BOOKS./MATERIALS:

1. Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.
2. McMichel, George. *Concise Anthology of American Literature*.Pearson Education, 2014.
3. Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*
4. Spiller, Robert. *Literary History of the United States*.Amerind Publishing,1972.
5. *Writings*.Lambert Academic Publishing, 2012.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Provides the glimpse of American Literature, Culture, Theory, and the Renaissance | **PO7,PSO2** |
| **CO2** | Students will have an awareness of the social, historical, literary, and cultural elements of the changes in American literature. | **PO8, PSO3** |
| **CO3** | Identify the characteristics of American literature, its forms, and emerging themes in American literary works. | **PO7, PSO3** |
| **CO4** | Identifying and describing distinct literary characteristics of American literature and analyse literary works of eminent | **PO5, PSO3** |

| | American writers. | |
|---|---|---|
| **CO5** | Students will examine the roots of American literature by focusing on a variety text and by reading multiple genres— Poetry, Drama and Novel | **PO5,PSO2** |
| **CO6** | Analyse the evolution of genres like poetry and drama in American literature | **PO7,PSO2** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Comprehensive understanding of the theories and practical applications of their subject. | Acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL243A | American Literature | | | | | 2 | | 3 | 3 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 2 | | 2 | 2 | | | 3 | 1 | 1 | | | | 2 |
| CO2 | 3 | 2 | | | | | | | | 2 | | | | | | 3 |
| CO3 | 3 | | | | | | | | | | | | 1 | | | |
| CO4 | 3 | | | 2 | 2 | | 2 | | | 2 | | | | | | 3 |
| CO5 | 3 | 2 | | | | | | | | | | | | | | |
| CO6 | 3 | | | | 2 | | 2 | | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | - |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | - |
| Global | Understanding the American novel, poetry, and modernity on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | The American Dream |
| Professional Ethics | Ralph Waldo Emerson: Excerpts from *The American Scholar* |
| Gender | - |
| Human Values | Social Realism and the American Novel;Folklore and the American Novel |
| Environment & Sustainability | - |
| Unit II | POETRY |
| Local | - |
| Regional | - |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of American Literature in the world of literature globally |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Emily Dickinson: "This is My Letter to the World" |
| Professional Ethics | Robert Frost: "The Road Not Taken" |
| Gender | Walt Whitman: "When Lilacs Last in the Dooryard Bloom'd |
| Human Values | Edgar Allan Poe: "The Raven" |
| Environment & Sustainability | - |
| Unit III | PLAY |
| Local | Recognising Cultural Impact on individual |
| Regional | - |
| National | National integrity through literature |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Introduction to American Drama, its characteristics and features |

| | Edward Albee: *Who is Afraid of Virginia Woolf?* |
|---|---|
| Human Values | - |
| Environment &Sustainability | - |
| Unit IV | NOVEL |
| Local | To develop competence in the structure, levels, and discourse functions of American literature |
| Regional | - |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Ernest Hemingway: *A Farewell to Arms* |
| Human Values | Introduction to American Novel, its characteristics |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Optimal Learning Environments and Support for Students |
| POE/4th IR | Skill Development |

| SHEL245A | **Women's Writing** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

On completion of this course, the students will be able to:

- Understand the development of women's writing

- Understand various concepts like gynocriticism, difference between sex and gender and other terms related to women
- Interpret critical and theoretical debates surrounding women's writing
- Reflect on the concepts of feminism from the sexual, racial, class and national perspective

## Course Outcomes:

CO1: Analyse and discuss aspects of women's writing
CO2: Interpret critical and theoretical debates surrounding women's writing
CO3: Analyze cultural and intercultural concerns relating to women's writing
CO4: Interpret and analyse literary works by women
CO5: Understand the contributions of the given texts to the literary canon
CO6: Read the texts from perspectives of intersectional feminism

## Catalogue Description:

This learning program will encourage the students to share their critical views on the various essays of women writers.

## Course Content

| **UNIT I** | **15 lecture hours** |
|---|---|

Chandra Talpade Mohanty : *Under Western Eyes*

Shashi Despande: *Writing from the Margins*

Virginia Woolf : A Room of One's Own

| **UNIT II** | **15 lecture hours** |
|---|---|

Alice Walker: *The Color Purple*

| **UNIT III** | **10 lecture hours** |
|---|---|

Kamla Das : *MyGrandmother's House*

Maya Angelou*: Still I rise*

Mahashweta Devi: *Draupadi,* tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

| **UNIT IV** | **20 lecture hours** |
|---|---|

Chitra Bannerjee: Forest of Enchantements

## SUGGESTED READINGS:

1. Beauvoir de,Simone.*The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier.Vintage, 2010.
2. Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia. Arnold, 1996.
3. Sangari, Kumkum and Sudesh Vaid. 'Introduction', in *Recasting Women: Essays in Colonial History*.Kali for Women, 1989.
4. Woolf, Virginia. *A Room of One's Own*.Harcourt, 1957.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Analyze and discuss aspects of women's writing. | **PO1, PSO2** |
| **CO2** | Interpret critical and theoretical debates surrounding women's writing | **PO5, PSO3** |
| **CO3** | Analyze cultural and intercultural concerns relating to women's writing | **PO7, PSO3** |
| **CO4** | Interpret and analyse literary works by women | **PO7, PSO2** |
| **CO5** | Understand the contributions of the given texts to the literary canon. | **PO5,PSO2** |
| **CO6** | Read the texts from perspectives of intersectional feminism. | **PO7,PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL245A | Women's Writing | 3 | | | | 3 | | 3 | | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | 2 | 2 | 2 | | 2 | 3 | 1 | | | 2 | | 2 | 3 |
| CO2 | 2 | 3 | | | 2 | | | | | 1 | | | | | | |
| CO3 | 3 | | | | | | | | 2 | | | | | | | 2 |
| CO4 | | | | | | | | 3 | 2 | | | | 2 | | | |
| CO5 | 2 | 3 | | 3 | 2 | | | | 3 | | | | 2 | | 3 | 3 |
| CO6 | 2 | 3 | | | 2 | | | 3 | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | ESSAYS |
|---|---|
| Local | - |
| Regional | - |
| National | Understand the contributions of thewomen writers to the literary canon |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | Difference between sex and gender and other terms related to women |
| Human Values | Reflect on the concepts of feminism from the sexual, racial, class and national perspective |
| Environment & Sustainability | - |
| Unit II | THE COLOUR PURPLE |
| Local | |
| Regional | |
| National | |
| Global | |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Interpret critical and theoretical debates surrounding women's writing |
| Environment & Sustainability | - |
| Unit III | POEMS |
| Local | - |
| Regional | - |
| National | - |
| Global | - |

| | |
|---|---|
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Writing traditions of women writers |
| Human Values | Kamla Das : *MyGrandmother's House* <br><br> Maya Angelou*: Still I rise* Mahashweta Devi: *Draupadi,* tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) |
| Environment & Sustainability | - |
| Unit IV | FORESTS OF ENCHANTMENTS |
| Local | - |
| Regional | - |
| National | - |
| Global | - |
| Employability | Interpret and analyse literary works by women |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | Chitra Bannerjee: Forest of Enchantements |
| Environment &Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Quality Education |
| POE/4th IR | - |

| SHEL250A | Creative Writing | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- To recognize creativity in writing and discern the difference between academic/ non creative and creative writing
- To develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- To develop a comprehensive understanding of some specific genres such as fiction, poetry, drama, and newspaper writing
- To distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- To process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print

## Course Outcomes:

CO1. To introduce students to the difference between academic and creative writing
CO2. To enable the students to explore different genres of creative writing
CO3. To help them discover their own writing style
CO4. To develop the ability to edit and proofread their work

## Catalogue Description:

This course will enable the students to understand various genres of creative writing and to develop their original ideas and writing style.

## Course Content

## Unit I                                                        10 Lecture Hours
**Introduction:** Creative Writing, Difference between Academic and Creative Writing

## Unit II                                                       10 Lecture Hours
**Narrative Techniques**: Point of View (first person, Second person, third person)

Narration (Direct narration, frame narration, indirect narration)

Speech (Quoted Speech, reported speech, free indirect speech)

## Unit III                                                    10 Lecture Hours
**Stylistic Devices**: Simile, metaphor, personification, hyperbole, understatement, transferred epithet, pun, Allegory, Allusion, imagery

## Unit IV                                                    10 Lecture Hours
**Types of creative writing**: Fantasy writing, Thriller Writing, Travel memoirs, Reflective Writing

Preparing for Publication: editing and proofreading

## REFERENCE BOOKS/MATERIALS:

Dev, AnjanaNeira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.
Morley, David (2007). *The Cambridge Introduction to Creative Writing.*Cambridge, New York.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs , PSOs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | To introduce students to the difference between academic and creative writing. | **PO3,PSO5** |
| **CO2** | To enable the students to explore different genres of creative writing. | **PO5,PSO5** |
| **CO3** | To help them discover their own writing style. | **PO9,PSO5** |
| **CO4** | To develop the ability to edit and proofread their work. | **PO3,PSO6** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments. | To acquire the capability to work independently, as well as a member of the diverse team, | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To hone the soft skills and communications strategies for employability in a variety of industry. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| SHEL250A | Creative Writing | | | 2 | | 3 | | | | 3 | | | | | | 3 | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | 2 | 2 | 2 | | 2 | 3 | | 1 | | | 2 | 2 | 3 |
| CO2 | 2 | 3 | | | 2 | | | | | | 1 | | | | | |
| CO3 | 3 | | | | | | | | 2 | | | | | | | 2 |
| CO4 | | | | | | | | 3 | 2 | | | | 2 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

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| Unit I | INTRODUCTION |
|---|---|
| Local | - |
| Regional | - |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Creative Writing, Difference between Academic and Creative Writing |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | NARRATIVE TECHNIQUES |
| Local | - |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of Indian novel and impact of Indian writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | **Narrative Techniques**: Point of View (first person, Second person, third person)<br>Narration (Direct narration, frame narration, indirect narration)<br>Speech (Quoted Speech, reported speech, free indirect speech) |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | STYLISTIC DEVICES |
| Local | - |
| Regional | Analysing poetic traditions in Indian writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Simile, metaphor, personification, hyperbole, understatement, transferred |

| | epithet, pun, Allegory, Allusion, imagery |
|---|---|
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | TYPES OF CREATIVE WRITING |
| Local | To develop competence in the structure, levels, and discourse functions of writing |
| Regional | - |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Skill Development |

| SHEL248A | Language and Linguistics | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Awareness about the discipline of Linguistics.
- Recognizing and understanding the analysis of linguistic structures.

- Gaining critical insights about the linguistic identities, language development and acquisition, social and educational policies.
- Fostering, creative ability and cross-cultural linguistic sensitivity.

## Course Outcomes:

On completion of this course, the students will be able to:

1. Demonstrate an awareness of the categories of linguistics, of the development of the discipline, of its main schools of thought and of its future directions.
2. Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies,
3. Develop skills in the analysis of linguistic structures.
4. Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language.
5. Understand the existence of language in the form of different dialects based on a set of established factors.
6. Identify the various functions a language performs and the roles assigned to it understand that all languages behave alike and develop a tolerance for other languages.

## Catalogue Description:

The learning program will be helpful in understanding the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language and a good theoretical foundation if the student is to continue in linguistics.

## Course Content

| **UNIT I** | **10 lecture hours** |

Language: Definition, Features, Scope and Significance; language and communication; Linguistics & Its Branches

**UNIT II**                                                      **20 lecture hours**

Phonetics: Definition, Importance, Introduction of IPA and phonetic Transcription

**UNIT III**                                                     **10 lecture hours**

Grammar and Syntax, Word Order, Clause and Phrases, Ambiguity

**UNIT IV**                                                      **20 lecture hours**

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

## REFERENCE BOOKS/MATERIALS:

1. Akmajian, A., R. A. Demers and R, M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.
2. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.

3. De Saussure, Ferdinand. *Course in General Linguistics*.McGraw Hill, 1966.
4. Mesthrie, Rajend and Rakesh M. Bhatt.*World English: The Study of New Linguistic Varieties*. Cambridge University Press, 2008.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs POs and PSOs | | |
|---|---|---|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | Demonstrate an awareness of the categories of linguistics; of the development of the discipline, of its main schools of thought and of its future directions. | PO9,PSO5 |
| CO2 | Reflect on language issues such as linguistic identities, language development and acquisition, social and educational policies, | PO1, PSO1 |
| CO3 | Develop skills in the analysis of linguistic structures. | PO1, PSO6 |
| CO4 | Identify the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyse any language. | PO10, PSO6 |
| CO5 | Understand the existence of language in the form of different dialects based on a set of established factors. | PO1, PSO6 |
| CO6 | Identify the various functions a language performs and the roles assigned to it understand that all languages behave alike and develop a tolerance for other languages | PO4, PSO6 |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL248A | Language and Linguistics | 3 | | | 3 | | | | | | 3 | 3 | | | | 3 | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | 2 | 2 | | 2 | 3 | | | | | 2 | 2 | 3 |
| CO2 | 2 | | | 3 | 2 | | | 2 | | | | | | | | 3 |
| CO3 | 3 | | | 3 | | | | 2 | 2 | | | | | | 2 | 2 |
| CO4 | | | | | | | | | 2 | | | | 2 | | 2 | 3 |
| CO5 | 3 | | | | | | | | | | | | | | | 3 |
| CO6 | 2 | | | 3 | | | | 2 | | | | | | | | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | LANGUAGE |
|---|---|
| Local | |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | PHONETICS |
| Local | Identifying the process of forging a national identity |
| Regional | |
| National | Expressing cross cultural sensitivity within the nation |
| Global | |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | GRAMMAR AND SYNTAX |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |

| | |
|---|---|
| Gender | |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | SEMANTICS |
| Local | To develop competence in the structure, levels, and discourse functions of short stories |
| Regional | Usage of regional language in short stories |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Short story writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | |
| Human Values | Cross-cultural sensitivity |
| Environment &Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| UCDM301A | Disaster Management | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 3 | 0 | 0 | 3 |
| Pre-requisites/Exposure | Basics of Disasters and control techniques | | | | |
| Co-requisites | -- | | | | |

## Course Objectives

- To create awareness about various types of disasters.
- To educate the students about basic disaster management strategies and problem solving.
- To examine disaster profile of our country and illustrates the role of governmental and non-governmental organizations in its effective management.
- To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

## Course Outcomes:

On completion of this course, the students will be able to

CO1. To enable the students to know the difference between natural and man- made disaster

CO2. Acquire the knowledge related to disaster preparedness

CO3. To aware the student about recovery after disaster

CO4. To know the structure and functioning of disaster management framework of our country

## Catalogue Description:

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

# Course Content

## UNIT I
**Introduction to Disasters**: Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks. Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

## UNIT- II
**Disaster Preparedness**: Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

## UNIT III

**Rehabilitation, Reconstruction and Recovery :**Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

## UNIT IV
**Disaster Management in India:** Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority**.** Liability for Mass Disaster: Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages**.** Epidemics Diseases Act, 1897: Main provisions, loopholes.

## TEXTBOOKS:

1. Content building programme (CBP) book on Disaster Management, Forum AS.

## REFERENCE BOOKS/MATERIALS:

1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| | Mapping between COs and POs | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | To enable the students to know the difference between natural and man- made disaster | **PO7** |
| **CO2** | Acquire the knowledge related to disaster preparedness | **PSO2** |
| **CO3** | To make the student aware about recovery after disaster | **PSO2, PO2** |
| **CO4** | To know the structure and functioning of disaster management framework of our country | **PO1** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | |
| UCDM301A | Disaster Management | 2 | 2 | | | | | 3 | | | | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | 2 | | | | | | | 2 | 2 | 3 |
| CO2 | 3 | | | 2 | | 2 | | | | 2 | | | | | | 3 |
| CO3 | | | | 2 | 2 | 2 | 2 | | | | | | | | 2 | 2 |
| CO4 | 3 | 2 | | | 2 | | | | | | | 3 | 2 | | 2 | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Introduction to Disasters |
|---|---|
| Local | - |
| Regional | - |
| National | Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters |
| Global | War & Terrorism |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | understanding of the disaster phenomenon |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | Causes, effects and practical examples for all disasters |
| Unit II | Disaster Preparedness |
| Local | - |
| Regional | - |
| National | Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | to increase skills and abilities for implementing the Disaster Risk Reduction (DRR) Strategy |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | Disaster Preparedness Plan |
| Unit III | Rehabilitation, Reconstruction and Recovery |
| Local | - |
| Regional | - |
| National | Reconstruction and Rehabilitation as a Means of Development |
| Global | Sanitation and Hygiene |
| Employability | - |
| Entrepreneurship | Creation of Long-term Job Opportunities and Livelihood Options |

| Skill Development | skills and abilities to analyze potential effects of disasters and of the strategies and methods to deliver public health response to avert these effects |
|---|---|
| Professional Ethics | - |
| Gender | - |
| Human Values | Dealing with Victims' Psychology |
| Environment & Sustainability | - |
| **Unit IV** | **Disaster Management in India** |
| Local | Projects must be conceived based on the geographic location and hazard profile of the region where the institute is located |
| Regional | - |
| National | Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority |
| Global | - |
| Employability | skills and ability to design, implement and evaluate research on disaster |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | SDG 11 |
| NEP 2020 | Towards a More Holistic and Multidisciplinary Education (11.1-11.13) |
| POE/4th IR | Global Education Knowledge |

| SHEL281A | British Poetry and Drama: 14th to 17th Centuries- Practical | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 0 | 0 | 1 | 1 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

Apply the fundamental theories of British Poetry and Drama in the 14th to 17th century in conceptualizing and writing a research paper.

## Course Outcomes:

CO1 Apply the fundamentals of the theories of this genre in formulating a research problem.

CO2 Write and present a research paper.

CO3 Express concepts through assignments.

CO4 Implement critical thinking components while analyzing texts.

## Catalogue Description:

This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviewsand teach them to apply this knowledge in to a research paper.

## Course Content

| Practical I | 02 Lecture Hours |
|---|---|

Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech,

Appealing aspect and Critical comments [from the course- British Poetry and Drama: 14th to 17th

Centuries]

| Practical II | 02 Lecture Hours |
|---|---|

Character analysis: Types of characters in a play: Central Characters, Major & Minor characters & Subordinate characters; Flat & Round characters; Climax & Anti climax; Aristotle's concept of Character; Components of a tragic play; Character analysis of selected plays [from the course- British Poetry and Drama: 14th to 17th Centuries]

| Practical III | 03 Lecture Hours |
|---|---|

Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- British Poetry and Drama: 14th to 17th Centuries]

| Practical IV | 03 Lecture Hours |
|---|---|

Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

## REFERENCE BOOKS/MATERIALS:
MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Write and present a research paper. | **PO1, PSO3** |
| **CO3** | Express concepts through assignments. | **PO5, PSO5** |
| **CO4** | Implement critical thinking components while analysing texts. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL281A | British PoetryandDrama:14th To 17th Centuries-Practical | 3 | | | | 3 | | | | | | | 2 | 2 | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 3 | 2 | | 2 | | | | | 2 | 1 | | 2 | 3 |
| CO2 | 3 | 2 | | | | | | | | | | 1 | | | | 3 |
| CO3 | 3 | 2 | | 3 | 2 | | | | | | | 2 | | | 2 | 3 |
| CO4 | | | | | | | | | | | | | | | | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Critical appreciation of poems |
|---|---|
| Local | - |
| Regional | - |
| National | National integrity through poetry |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Understanding the style of writing in British context |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | Character Analysis |
| Local | - |
| Regional | - |
| National | Expressing cultural sensitivity within the nation |
| Global | Characteristics of poetry on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | Writing a Seminar Paper |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in Indian writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Writing traditions of women writers |

| Human Values | - |
|---|---|
| Environment & Sustainability | - |
| Unit IV | Presentation |
| Local | To develop competence in the structure, levels, and discourse functions of poetry |
| Regional | Usage of regional language in poems |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of poetry in British context |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | - |

| SHEL283A | American Literature- Practical | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 0 | 0 | 1 | 1 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Apply the fundamental theories of American Literature in conceptualizing and writing a research paper.

## Course Outcomes:

CO1 Apply the fundamentals of the theories of this genre in formulating a research CO2 problem

CO2 Write and present a research paper

CO3Express concepts through assignments

CO4 Implement critical thinking components while analyzing texts

## Catalogue Description

This learning program will create literary sensibility for appreciation in students, expose them to artistic and innovative use of language by writers in American Literature and teach them to apply this knowledge in to a research paper.

## Course Content

### Practical I                                         02 Lecture Hours
Critical appreciation of poems: Content analysis, Theme, Message, Structure, Figures of speech, Appealing aspect and Critical comments [from the course- American Literature]

### Practical II                                        02 Lecture Hours
Character analysis: Types of characters in a play: Central Characters, Major & Minor characters; Flat & Round characters; Climax & Anti climax; Aristotle's concept of Character; Components of a tragic play; Character analysis of selected plays [from the course- American Literature]

### Practical III                                       03 Lecture Hours
Writing a Seminar Paper: Purpose, Structure, Style, Objectives of Research Paper, Literature survey, Documentation of different sources, Foot note & End note; Writing a paper on given topic [from the course- American Literature]

### Practical IV                                        03 Lecture Hours
Presentation: Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper

**REFERENCE BOOKS/MATERIALS:**
MLA Handbook for Writers of Research Papers. 7th ed. New Delhi, EWP, 2009.

## Modes ofEvaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

# Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Write and present a research paper. | **PO1, PSO3** |
| **CO3** | Express concepts through assignments. | **PO5, PSO5** |
| **CO4** | Implement critical thinking components while analyzing texts. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability, and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL283A | American Literature-Practical | 3 | | | | 3 | | | | | | | 2 | 2 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | 2 | 2 | 2 | | | 3 | | | 2 | | 2 | 2 | 3 |
| CO2 | 2 | | | | 2 | | | | | | | | | | | 2 |
| CO3 | 3 | 3 | | | | | | | 2 | | | 2 | | | | 2 |
| CO4 | | | | 3 | | | | | 2 | | | | 2 | | 2 | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Critical Analysis of Poems |
|---|---|
| Local | - |
| Regional | - |
| National | - |
| Global | - |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Character Analysis |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the poetry by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics and impact of AmericanWriting on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Writing a Seminar Paper |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in American writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Writing traditions of women poets/writers |

| Human Values | - |
|---|---|
| Environment & Sustainability | - |
| Unit IV | Presentation |
| Local | To develop competence in the structure, levels, and discourse functions of poems |
| Regional | Usage of regional language in poetry |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Poetry techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

# SEMESTER IV

| S.No. | Course Code | Course Title | Credits |
|---|---|---|---|
| | | **Semester IV** | |
| 1 | SHEL242A | Popular Literature **(Core)** | 5 |
| 2 | SHEL244A | British Poetry and Drama: 17<sup>th</sup> to 18<sup>th</sup> Centuries **(Core)** | 5 |
| 3 | SHEL246A | Postcolonial Literatures **(Core)** | 6 |
| 4 | SHEL247A | Contemporary India: Women & Empowerment **(Generic Elective)** | 6 |
| 5 | SHEL249A | English Language Teaching **(SEC)** | 4 |
| 6 | SHEL282A | Popular Literature- Practical | 1 |
| 7 | SHEL284A | British Poetry and Drama: 17<sup>th</sup> to 18<sup>th</sup> Centuries- Practical | 1 |
| 8 | | Value Added Course | 0 |
| | | **TOTAL** | **28** |

| SHEL242A | Popular Literature | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 5 | 0 | 0 | 5 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Demonstrate literal and inferential comprehension of the texts
- Pose and investigate interpretive questions on texts
- Write focused, unified and well-developed analytical papers and exam essays
- Explain the development of a given genre of popular literature from its beginnings to its contemporary practice.
- Identify genre conventions and apply them to sub-genres
- Use appropriate literary terminology in analyzing the various forms of popular literature.

## Course Outcomes:

CO1: Define the meaning of literature and popular literature, popular literature in relation to popular culture, various genre in popular literature classification.

CO2: Identify the characteristics of popular literature, its forms, and emerging themes in popular literary works.

CO3: Recognize the attributes that make literary works universal and timeless, as well as unique to certain genres.

CO4: Conduct research and synthesize material from outside the given text in developing a written or oral project.

CO5: Investigate the role of popular fiction in the literary polysystem of various linguistic cultures.

CO6: Demonstrate how popular literature belongs to its time.

## Catalogue Description:
This learning program focuses on the ways in which popular fiction reflects, inscribes, and challenges dominant ideologies of popular literature.

## Course Content

| **UNIT I** | **10 lecture Hours** |

Introduction: Coming of Age; The Canonical and the Popular; Caste, Gender and Identity; Ethics and Education in Children's Literature; Sense and Nonsense; The Graphic Novel
Lewis Carroll: *Alice in Wonderland.*

| **UNIT II** | **15 lecture Hours** |

Michael Crichton: *Jurassic Park* (1991)

| **UNIT III** | **10 lecture Hours** |

J.K.Rowling :*Harry Potter and the Sorcerer's Stone*

| **UNIT IV** | **15lecture Hours** |

Elizabeth Gilbert: *Eat Pray Love*

## REFERENCE BOOKS/MATERIALS:

1. Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture:*
2. *American Popular Culture and Europe*, ed. C.W.E. Bigsby. Bowling Green
3. University Press,1975.
4. Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*,
5. vol. 45., 1978.
6. Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri
7. Lankan Literature' in *Post-Independence Voices in South Asian Writings*.Doaba
8. Publications, 2001.
9. Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances?: Visual Practices and*
10. *Ideologies in Modern India*. Sage Publications, 2003

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define the meaning of literature and popular literature, popular literature in relation to popular culture, various genre in popular literature classification. | **PO8, PSO2** |
| **CO2** | Identify the characteristics of popular literature, its forms, and emerging themes in popular literary works. | **PO8, PSO2** |
| **CO3** | Recognize the attributes that make literary works universal and timeless, as well as unique to certain genres. | **PO8,PSO6** |
| **CO4** | Conduct research and synthesize material from outside the given text in developing a written or oral project. | **PO4,PSO6** |
| **CO5** | Investigate the role of popular fiction in the literary polysystem of various linguistic cultures. | **PO5,PSO3** |
| **CO6** | Demonstrate how popular literature belongs to its times. | **PO8, PSO2** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL242A | Popular Literature | | | | 3 | 3 | | | 3 | | | | 3 | 3 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 2 | 3 | 3 | | | 3 | | | 2 | 1 | | 2 | 2 | 3 |
| CO2 | 3 | | | | 3 | | | 2 | | | | | | | | 3 |
| CO3 | 3 | 2 | | 3 | | | | | | | | | 2 | | 2 | |
| CO4 | 3 | | | | 3 | | | 3 | | | 2 | | | | | 3 |
| CO5 | 3 | 2 | | | | | | | | | | | | | | |
| CO6 | 3 | | | 3 | | | | 3 | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Introduction |
|---|---|
| Local | - |
| Regional | - |
| National | Define the meaning of literature and popular literature, popular literature in relation to popular culture, various genres in popular literature classification. |
| Global | - |
| Employability | Conduct research and synthesize material from outside the given text in developing a written or oral project. |
| Entrepreneurship | - |
| Skill Development | Investigate the role of popular fiction in the literary polysystem of various linguistic cultures |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | Michael Crichton: *Jurassic Park* |
| Local | Demonstrate how popular literature belongs to its time. |
| Regional | |
| National | Demonstrate literal and inferential comprehension of the texts |
| Global | - |
| Employability | - |
| Entrepreneurship | Investigate the role of popular fiction in the literary poly system of various linguistic cultures |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | J.K.Rowling :*Harry Potter and the Socerer's Stone* |
| Local | Focuses on the ways in which popular fiction reflects, inscribes, and challenges dominant ideologies of popular literature. |
| Regional | - |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | Identify the characteristics of popular literature, its forms, and emerging themes in popular literary works. |

| | |
|---|---|
| Skill Development | Ability to use digital sources to aid and augment their scholastic pursuits. |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Elizabeth Gilbert: *Eat Pray Love* |
| Local | |
| Regional | Identify the characteristics of popular literature, its forms, and emerging themes in popular literary works. |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | Pose and investigate interpretive questions on texts |
| Skill Development | Conduct research and synthesize material from outside the given text in developing a written or oral project |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the Indian society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL244A | British Poetry & Drama: 17th to 18th Centuries | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 5 | 0 | 0 | 5 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- Analyse specific characteristics of British literature in 17th and 18th centuries.
- Analyse social, historical, literary and cultural elements of the changes in British literature.
- Identify the characteristics of the texts of these ages as a product of the historical and political background.
- Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.

## Course Outcomes:

CO1. Analyze specific characteristics of British literature in 17th and 18th centuries.

CO2. Analyze social, historical, literary and cultural elements of the changes in British literature.

CO3. Identify the characteristics of the texts of these ages as a product of the historical and political background.

CO4. Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages.

CO5. Understand the contribution of the texts in the syllabus to the universal literary canon.

CO6. Read the texts of the 17th and 18th Centuries as a reader of the present day and age.

## Catalogue Description:

This learning program will introduce the students to the texts that reflect on the aspects of society, class, and gender as perceived in the 17th and 18th century England.

## Course Content

### UNIT I                                           10 Lecture Hours

Introduction: Religious and Secular ideology in the17th Century; The Stage, the State and the Market; The Mock-epic and Satire; Women in the 17th Century; Restoration comedy: Types, characteristics & purpose.

### UNIT II                                          15 Lecture Hours

AphraBehn: *The Rover*

### UNIT III                                         10 Lecture Hours

John Milton: Paradise Lost: Book I (The Invocation) and Book IX

### UNIT IV                                          15 Lecture Hours

Alexander Pope: "The Rape of the Lock"

## REFERENCE BOOKS/MATERIALS:

*1.* Dryden, John. 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature,* vol. 1, 9th ed., ed. Stephen Greenblatt. Norton, 2012.

2. Milton.John. "Paradise Lost". Oxford University Press,2005.

3. Machiavelli, Niccolo .*The Prince*, ed. and translated by Robert M. Adams . Norton,1992.

4. Pope, Alexander. "The Rape of the Lock*".* Dover Edition,1968.

5. The New English Bible.Oxford University Press, 1972.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Analyze specific characteristics of British literature in 17<sup>th</sup> and 18<sup>th</sup> centuries. | **PO2,PSO2** |
| **CO2** | Analyze social, historical, literary and cultural elements of the changes in British literature. | **PO2,PSO3** |
| **CO3** | Identify the characteristics of the texts of these ages as a product of the historical and political background. | **PO5 ,PSO3** |
| **CO4** | Recognize various genres that emerged like Restoration Comedy and Mock- Epic as a by-product of these ages. | **PO2, PSO2** |
| **CO5** | Understand the contribution of the texts in the syllabus to the universal literary canon. | **PO5,PSO6** |
| **CO6** | Read the texts of the 17th and 18th Centuries as a reader of the present day and age. | **PO8,PSO6** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL244A | British Poetry & Drama: 17th to 18th Centuries | | 3 | | | 3 | | | 3 | | | | 3 | 3 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 2 | 3 | 2 | | 2 | 3 | | 2 | 2 | | 2 | 2 | 3 |
| CO2 | 2 | 2 | | 2 | 3 | | | | | | | | | | | |
| CO3 | 3 | | | 2 | 3 | | | 2 | 2 | | 2 | | | | | 2 |
| CO4 | | | | | | | | | 2 | | | | 2 | | | |
| CO5 | 3 | 2 | | 3 | 2 | | | | 3 | | 2 | 2 | 2 | | 3 | 3 |
| CO6 | 3 | | | 2 | 3 | | | 2 | 2 | | | 2 | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | - |
| Regional | - |
| National | |
| Global | |
| Employability | Conduct research and synthesize material from outside the given text in developing a written or oral project. |
| Entrepreneurship | - |
| Skill Development | Investigate the role of British fiction in the literary polysystem of various linguistic cultures |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit II | APHRA BEHN |
| Local | Demonstrate how British literature belongs to its time. |
| Regional | |
| National | Demonstrate literal and inferential comprehension of the texts |
| Global | - |
| Employability | - |
| Entrepreneurship | Investigate the role of British fiction in the literary polysystem of various linguistic cultures |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | JOHN MILTON |
| Local | Focuses on the ways in which British fiction reflects, inscribes, and challenges dominant ideologies of popular literature. |
| Regional | - |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | Identify the characteristics of British literature, its forms, and emerging themes in popular literary works. |
| Skill Development | Ability to use digital sources to aid and augment their scholastic pursuits. |

| Professional Ethics | - |
|---|---|
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | ALEXANDER POPE |
| Local | |
| Regional | Identify the characteristics of British literature, its forms, and emerging themes in popular literary works. |
| National | - |
| Global | - |
| Employability | - |
| Entrepreneurship | Pose and investigate interpretive questions on texts |
| Skill Development | Conduct research and synthesize material from outside the given text in developing a written or oral project. |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4<sup>th</sup> IR | Team Work&Skill Development |

| SHEL246A | **Postcolonial Literatures** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Identify key questions, authors, and literary forms in postcolonial literature
- Think critically about these texts in relation to postcolonial theory
- 3.Situate these works in their larger cultural contexts
- 4.Develop interpretative skills of close reading
- 5.Offer nuanced interpretations, articulate coherent arguments and develops research skills through your written essays

## Course Outcomes:

CO1: Define and analyse certain key terms like Colonization, Imperialism, Post-colonization and De-colonization

CO2: Identify the emergence of new literatures and the politics of representation in the literary cannon

CO3: Recognize the effects of Colonization and analyse how Post-colonial literature deals with politics of identity and language

CO4: Analyze how Post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World

CO5: Understand the contribution of the texts in the syllabus to 'World Literature'

CO6: Analyze the given texts as a reader in the present day and age

## Catalogue Description:
The learning program will enable the learners to develop a global perspective as they would be familiar with the variety of world literatures as well as cultures.

## Course Content

## UNIT I                                                                 15 Lecture Hours
Introduction: Colonization, De-colonization, Post-colonization, Third World Literature, New Literature, Postcolonial Literature, Orientalism; Edward Said (selected ideas)

## UNIT II                                                               15 Lecture Hours

Derek Walcott: "A Far Cry from Africa", "Names"

## UNIT III                                                              15 Lecture Hours

Chinua Achebe- *Things Fall Apart*

## UNIT- IV                                                              15 Lecture Hours

Gabriel Garcia Marquez:*Chronicles of a Death Foretold*

## REFERENCE BOOKS/MATERIALS:

1. Franz Fanon, "The Negro and Language", in Black Skin, White Masks, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. NgugiwaThiong'o, "The Language of African Literature", in *Decolonizing the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3.

# Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

# Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, PSOs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Define and analyze certain key terms like Colonization, Imperialism, Post-colonization and De-colonization | **PO1,PSO2** |
| **CO2** | Identify the emergence of New literatures and the politics of representation in the literary cannon. | **PO5,PSO2** |
| **CO3** | Recognize the effects of Colonization and analyze how Post-colonial literature deals with politics of identity and language. | **PO3,PSO3** |
| **CO4** | Analyze how Post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World. | **PO5,PSO3** |
| **CO5** | Understand the contribution of the texts in the syllabus to 'World Literature'. | **PO5,PSO6** |
| **CO6** | Analyze the given texts as a reader in the present day and age. | **PO8,PSO6** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team. | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL246A | Postcolonial Literatures | 3 | | | | 3 | | | 3 | | | | 3 | 3 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 3 | 3 | | | | | | 2 | 3 | | | | 2 |
| CO2 | 3 | 2 | | 3 | 3 | | | | | | 2 | 2 | | | | 3 |
| CO3 | 3 | | | 3 | 2 | | | | | | 2 | | | | | 3 |
| CO4 | 3 | | | 2 | 2 | | | | | | 2 | 2 | | | | 3 |
| CO5 | 3 | | | | | | | | | | | | | | | |
| CO6 | 3 | 2 | | 2 | 2 | | | | | | | 2 | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | Introduction of Colonialism in English to assess impact of literature on self and identity |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Impact of colonialism on writing techniques |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Derek Walcott: "A Far Cry from Africa", "Names" |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novels by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Chinua Achebe- *Things Fall Apart* |
| Local | Recognising Cultural Impact on individual |
| Regional | - |
| National | National integrity through literature |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | - |

| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
|---|---|
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Gabriel Garcia Marquez:*Chronicles of a Death Foretold* |
| Local | Analyze how Post-colonial texts reflect the Socio-Political dynamics of a Post-Colonial World |
| Regional | |
| National | Think critically about these texts in relation to postcolonial theory |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Develop interpretative skills of close reading |
| Professional Ethics | Situate these works in their larger cultural contexts |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL247A | Contemporary India: Women & Empowerment | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 5 | 1 | 0 | 6 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- Awareness about the contemporary society
- Recognizing and understanding the issue of gender identity
- Gaining critical insights about the women empowerment
- Fostering, creative ability and cross-cultural sensitivity

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Recognise the importance of Women Empowerment in contemporary society

CO2: Analyse women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labour

CO3: Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives

CO4: Identify the historical evolution of a woman's position in Indian society

CO5: Gain historical understanding of social movements and social justice

CO6: Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories

## Catalogue Description:

This learning program will encourage the students to be familiarized with the specific cultural contexts of women in India.

## Course Content

## UNIT I                                                        15 lecture hours

Stages of marginalization of women: Status of Women in India – A graphic Study from Vedic Period; Social Construction of Gender (Masculinity and Femininity) Patriarchy

## UNIT II                                                       15 lecture hours

History of Women's Movements in India (Pre-independence, post-independence); Women, Nationalism, Partition Women and Political Participation

## UNIT III                                                      15 lecture hours

Women and Law; Women and the Indian Constitution; Personal Laws (Customary practices on inheritance and Marriage) (Supplemented by workshop on legal awareness)

## UNIT IV                                                       15 lecture hours

Women and Environment; State interventions, Domestic violence, Female foeticide, sexual harassment; Women trafficking; Female Voices in real life & in Literature

## REFERENCE BOOKS/MATERIALS:

1. Rao MK, Empowerment of Women in India, 2005, Discovery Publishing House
2. Debashree Mukherjee, Women Education and Empowerment: A Global Perspective, 2008
3.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme:

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs , PSOs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Recognize the importance of Woman Empowerment in contemporary Society. | **PO8, PSO6** |
| **CO2** | Analyze women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labor. | **PO7, PSO3** |
| **CO3** | Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives. | **P02, PSO3** |
| **CO4** | Identify the historical evolution of a woman's position in Indian Society. | **P02, PSO3** |
| **CO5** | Gain historical understanding of social movements and social justice | **PO5, PSO2** |
| **CO6** | Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories | **PO7, PSO6** |

| Course Code | Course Title | PO1 (To develop a comprehensive understanding of the theories and practical applications of their subject) | PO2 (To acquire a sense of social responsibility and service to the greater good of humanity.) | PO3 (Foster scientific temper, creative ability and cross-cultural sensitivity) | PO4 (Provide the students opportunities in terms of employment and research) | PO5 (Develop ability for advanced critical thinking and ability to formulate logical arguments.) | PO6 (Acquire the capability to work independently, as well as a member of the diverse team,) | PO7 (Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society.) | PO8 (Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings.) | PO9 (Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres.) | PO10 (Ability to use digital sources to aid and augment their scholastic pursuits.) | PSO1 (To develop competence in the structure, levels and discoursefunctions of the English language) | PSO2 (To appreciate different literary texts with respect to its genre and history) | PSO3 (To gain an understanding of the social and cultural connotations associated with a literary work.) | PSO4 (To be able to critically analyze and apply literary theories with respect to other disciplines.) | PSO5 (To be able to recognize and comprehend different varieties of English language and develop a writing style of their ow) | PSO6 (To apply their knowledge and skills to a wide range of industries and academia) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL247A | Contemporary India: Women& Empowerment | | 3 | | | 3 | | 3 | | | | | 3 | 3 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 2 | 2 | 3 | 2 | | 3 | 3 | | 3 | 3 | | 2 | 2 | 3 |
| CO2 | 2 | | | | 2 | | | | | | | | | | | |
| CO3 | 3 | 3 | | | | | | 3 | 2 | | 3 | | | | 3 | 2 |
| CO4 | 3 | | 2 | | 3 | | | | 2 | | | | 2 | | | |
| CO5 | | | | 3 | 2 | | | 3 | 3 | | 3 | | 2 | | 3 | 3 |
| CO6 | 2 | 2 | | | | | 3 | | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION: Stages of marginalization of women |
|---|---|
| Local | Stages of marginalization of women |
| Regional | Recognize the importance of Women Empowerment in contemporary society |
| National | Status of Women in India |
| Global | Appreciate social and cultural phenomenon through the lens of gender and gain knowledge to appreciate a range of disciplinary perspectives |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | A graphic Study from Vedic Period; Social Construction of Gender (Masculinity and Femininity) Patriarchy |
| Professional Ethics | - |
| Gender | - |
| Human Values | Gain historical understanding of social movements and social justice. |
| Environment & Sustainability | - |
| Unit II | History of Women's Movements in India |
| Local | |
| Regional | Nationalism |
| National | History of Women's Movements in India |
| Global | Pre Independence and Post-Independence history of women |
| Employability | Political Participation of Women |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories |
| Environment & Sustainability | - |
| Unit III | Women and Law |
| Local | Women and the Indian Constitution |
| Regional | Personal Laws for women |
| National | Practices on Inheritance and marriage |
| Global | Recognise the importance of Women Empowerment in contemporary society |
| Employability | - |
| Entrepreneurship | - |

| Skill Development | - |
|---|---|
| Professional Ethics | - |
| Gender | - |
| Human Values | Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories |
| Environment & Sustainability | - |
| Unit IV | Women and Environment |
| Local | Domestic Violence |
| Regional | Female Foeticide |
| National | Analyse women's position from Vedic times to the present; the social construction of gender; women in family- marriage, working women; their issues such as domestic violence, female feticide; women and the environment- eco-feminist movements, changing working conditions, and women's labour |
| Global | Sexual harassment |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Female Voices in real life & in Literature |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG4 |
| NEP 2020 | Multi-Disciplinary studies |
| POE/4th IR | Team Work&Skill Development |

| SHEL249A | English Language Teaching | L | T | P | C |
|---|---|---|---|---|---|
| Version 2.0 | | 3 | 1 | 0 | 4 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:
- Awareness about the discipline of Language Teaching

- Recognizing and understanding the structure and development of syllabus
- Gaining critical insights about curriculum development and acquisition, social and educational policies
- Fostering ability to amalgamate technology with language teaching.

## Course Outcomes:

On completion of this course, the students will be able to

1. To identify and classify strategies used by a teacher to teach language
2. To demonstrate clear understanding of the syllabus, its structure and development
3. To understand the structure of a textbook and its use
4. To articulate the reasons for different types of tests the teacher administers
5. To demonstrate the ways in which technology can be used for learning language

## Catalogue Description:

The learning program will be helpful in understanding the principles of the structural system underlying human language, a good knowledge of grammar in general that can be applied to analyze any language and a good theoretical foundation if the student is to continue in linguistics.

## Course Content

## UNIT I                                                    10 lecture hours

Knowing the learner (Syllabus structure; identifying the learner)
Structures of English language

## UNIT II                                                   10 lecture hours

Materials for language teaching (Structure of a textbook and its relation to the
syllabus)
Assessing language skills (tests and their purposes)

## UNIT III                                                  10 lecture hours

Methods of teaching English language: Grammar Translation, Direct Method, Communicative
Language Teaching, Task Based Language Teaching

## UNIT IV                                                   10 lecture hours

Using Technology in language learning (ICT and language learning including
Web 2.0 Tools)

## REFERENCE BOOKS/MATERIALS:

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP,1996).

2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching*
3. *English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
4. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)*
5. (Cambridge: CUP, 1988).
6. *Business English* (New Delhi: Pearson, 2008).
7. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(New
8. Delhi: Orient BlackSwan, 4th edn, 2013).
9. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs ,POs and PSOs | | Mapped Program Outcomes |
|---|---|---|
| | **Course Outcomes (COs)** | |
| **CO1** | To identify and classify strategies used by a teacher to teach language | **PO9,PSO1** |
| **CO2** | To demonstrate clear understanding of the syllabus, its structure and development | **PO8, PSO6** |
| **CO3** | To understand the structure of a textbook and its use. | **PO5, PS01** |
| **CO4** | To articulate the reasons for different types of tests the teacher administers. | **PO9, PSO6** |
| **CO5** | To demonstrate the ways in which technology can be used for learning language. | **PO1, PSO6** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross-cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments | To acquire the capability to work independently, as well as a member of the diverse team | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To appreciate different literary texts with respect to its genre and history. | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| SHEL 249A | English Language Teaching | 3 | | | | | | | 2 | 3 | | 3 | | | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 2 | 2 | 3 | | 2 | | | | 2 | 2 | | | 3 | 3 |
| CO2 | 3 | | 2 | | 3 | | | | | | 2 | 3 | 1 | | | |
| CO3 | 2 | | 2 | | 3 | 2 | | | | | 2 | | | 1 | 2 | 3 |
| CO4 | 2 | | 2 | 2 | 3 | | | | | | 2 | | | | | |
| CO5 | 3 | | 2 | | 3 | | | | | | 2 | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Knowing the Learner |
|---|---|
| Local | Introduction and Background of language to assess impact of literature on self and identity |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Awareness about the discipline of Language Teaching |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | Studying various women writers |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Materials for Language Teaching |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | - |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Prose writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Methods of teaching English Language |
| Local | Recognising Cultural Impact on individual |
| Regional | - |
| National | National integrity through language |
| Global | - |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Poetry writing techniques |

| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
|---|---|
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Using Technology in Language Learning |
| Local | To develop competence in the structure, levels, and discourse functions |
| Regional | Usage of regional language |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL282A | Popular Literature- Practical | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 0 | 0 | 1 | 1 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- Apply the fundamentals of the theories of this genre in formulating a research problem.
- Write and present a research paper.

## Course Outcomes:

CO1: Apply the fundamentals of the theories of this genre in formulating a research problem.

CO2: Use various methods of literary analysis to interpret popular literature

CO3: Write and present a research paper

CO4: Engage with debates on high and low culture, canonical and non-canonical literature

## Catalogue Description:
This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge in to a research paper.

## Course Content

### Practical I                                         02 Lecture Hours
Make a list of popular fiction in British Literature, gather information regarding their popularity and record it; discuss in a group each selected novel and assess its popularity.

### Practical II                                        02 Lecture Hours
Analyse Harry Potter series of novels and list out the qualities and key features that have made it one of the most popular literary work among children; Conduct a discussion on the topic.

### Practical III                                       03   Lecture Hours
Compare and analyze the appealing aspects of Jurassic Park as a book form and as a movie; discuss the difference in the appreciation when a literary wok is produced into a movie; Discuss more examples of the same case with reference to Gilbert and Lewis Carroll.

### Practical IV                                        03 Lecture Hours

Preparation of Seminar papers related to the social / political background, issues or writers; presentation and evaluation.

## REFERENCE BOOKS/MATERIALS:
1. ChelvaKanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri
2. Lankan Literature' (*ARIEL*, Jan. 1998) rpt, MalashriLal, AlamgirHashmi, and Victor
3. J. Ramraj, eds., *Post-Independence Voices in South Asian Writings* (Delhi: Doaba

4. Publications, 2001) pp. 51–65.
5. SumathiRamaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and*
6. *Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
7. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture:*
8. *American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green
9. University Press, 1975) pp. 29–38.
10. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,
11. vol. 45, 1978, pp. 542–61.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs PSOs and POs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Use various methods of literary analysis to interpret popular literature. | **PO1, PSO3** |
| **CO3** | Write and present a research paper. | **PO5, PSO5** |
| **CO4** | Engage with debates on high and low culture, canonical and non-canonical literature. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments. | To acquire the capability to work independently, as well as a member of the diverse team, | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL282A | Popular Literature-Practical | 3 | | | | 3 | | | | | | | 2 | 3 | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | 1 | | 1 | 2 | 3 |
| CO2 | 3 | | | | | | | 3 | | | 2 | 1 | | 1 | | |
| CO3 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | | 2 | 1 | 2 | 3 |
| CO4 | 2 | | | | | | | | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Practical I |
|---|---|
| Local | - |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Understanding the canonical novel in English literature on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Practical II |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of fantasy novel and impact of writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Practical III |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |

| | |
|---|---|
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| **Unit IV** | **Practical IV** |
| Local | To develop competence in the structure, levels, and discourse functions |
| Regional | Usage of regional language |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| **SHEL284A** | **British Poetry and Drama: 17th& 18th Centuries- Practical** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 0 | 0 | 1 | 1 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Apply the fundamentals of the theories of this genre in formulating a research problem.
- Write and present a research paper.

## Course Outcomes:

CO1: Apply the fundamentals of the theories of this genre in formulating a research problem

CO2: Write and present a research paper

CO3: Understand Citation and referencing

CO4: Understand texts from the perspective of relevance in the current day and age

## Catalogue Description:

This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge in to a research paper.

## Course Content

### Practical I                                                  02 Lecture Hours

Identifying the plays to different categories of Restoration comedy; Dramatics: Role play and dramatics; Selecting roles of characters from prescribed plays and presenting; Presenting soliloquies; Declamations.

### Practical II                                                 02 Lecture Hours

Dramatics: Stage crafts; comparative study of the stage of Elizabethan age and the $18^{th}$ century Britain; collecting information with pictures and presenting the evolutionary changes and developments in the stage performance facilities; Application of technology on stage performance.

### Practical III                                                03 Lecture Hours

Poetics: Identifying the figurative language in poems; analysing the picturesque quality of poems; Aesthetic beauty of poems; Mock epic & Satire: structure & characteristics; analyzing satire poems and writing down the satiric & humorous elements; Appreciating the satiric poems of other writers.

### Practical IV                                                 03 Lecture Hours

Presentation: Writing a Seminar Paper; Oral & Written Presentation, Visual & Power point presentation; Strategies for effective presentation; Presentation of the prepared Seminar paper related to the syllabus

## SUGGESTED READINGS:

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature,* vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped ProgramOutcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Write and present a research paper. | **PO1, PSO3** |
| **CO3** | Understand Citation and referencing. | **PO5, PSO5** |
| **CO4** | Understand texts from the perspective of relevance in the current day and age. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | To foster scientific temper, creative ability and cross cultural sensitivity | To provide the students opportunities in terms of employment and research | To develop ability for advanced critical thinking and ability to formulate logical arguments. | To acquire the capability to work independently, as well as a member of the diverse team, | To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | To be able to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | : To appreciate different literary texts with respect to its genre and history. | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own. | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL 284A | British Poetry and Drama: 17th & 18th Centuries-Practical | 3 | | | | 3 | | | | | | | 2 | 3 | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | | | | | | | | | 3 | | | | 2 |
| CO2 | 3 | 2 | | | | | | | | | | 2 | | | | 3 |
| CO3 | 3 | | | | | | | | | | | | | | | |
| CO4 | 3 | | | 2 | 2 | | | | | | | 2 | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Practical I |
|---|---|
| Local | - |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Understanding the English drama and poetry in English literature on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Practical II |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of British poetry and drama and impact of writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Practical III |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the |

| | |
|---|---|
| | contemporary developments. |
| Gender | - |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Practical IV |
| Local | To develop competence in the structure, levels, and discourse functions |
| Regional | Usage of regional language |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

## SEMESTER V

| | | Semester V | |
|---|---|---|---|
| **S.No.** | **Course Code** | **Course Title** | **Credits** |
| 1 | SHEL305A | British Literature: 19<sup>th</sup> Century **(Core)** | 5 |
| 2 | SHEL301A | Modern European Drama **(Core)** | 5 |
| 3 | SHEL309A | Literary Theory **(DSE)** | 6 |
| 4 | SHEL319A | Literature of Indian Diaspora **(DSE)** | 6 |
| 5 | SHEL355A | British Literature: 19<sup>th</sup> Century- Practical | 1 |
| 6 | SHEL351A | Modern European Drama- Practical | 1 |
| 7 | SHEL352A | Summer Internship | 2 |
| | | **TOTAL** | **26** |

| **SHEL305A** | **British Literature:19$^{th}$ Century** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 0 | 0 | 5 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:
- Awareness about the literary traditions
- Recognizing and comprehending different writing skills and developing writing skills
- Exposure to social and cultural texts
- Fostering, creative ability and cross-cultural sensitivity

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

CO1: Analyze specific characteristics of British literature in 19th century

CO2: Analyze social, historical, literary and cultural elements of the changes in British literature

CO3: Identify the characteristics of the texts of these ages as a product of the historical and political background

CO4: Recognize various genres that emerged like Dramatic Monologue and the Novel, as a by-product of the times

CO5: Express concepts through assignments

CO6: Evaluate texts from modern perspective

## Catalogue Description:

This learning program will encourage the students to share their critical views on the texts of the 19th century British Literature

## Course Content

### UNIT I                                                    10 lecture hours

Introduction: Romanticism, Utilitarianism, Pre-Raphaelite Movement; Victorian Morality: Marriage and Sexuality; The 19th Century Novel; The Writer and Society; Faith and Doubt **.**Oscar Wilde: *Importance of Being Earnest*

### UNIT II                                                   15 lecture hours

Charlotte Bronte: *Jane Eyre*

### UNIT III                                                  15 lecture hours

Charles Dickens: *Hard Times*

### UNIT IV                                                   10 lecture hours

Alfred Tennyson: *'The Lady of Shalott', 'Ulysses'*

Robert Browning:  *'My Last Duchess'; 'The Last Ride Together*'

Christina Rossetti: '*The Goblin Market*'

## TEXTBOOK:

1. Bronte, Charlotte. *Jane Eyre.* Wordsworth Classics.1999
2. Dickens, Charles. *Hard Times.* Maple Classics. 2018

## REFERENCE BOOKS/MATERIALS:

1. *The Oxford Companion to English Literature,* https://books.google.co.in/books?isbn=0192806874, 8 Aug. 2016.

2. Importance of Being Earnest,https://www.gutenberg.org/files/844/844-h/844-h.htm, 29 June.2019

3. Ancestry and Narrative in Nineteenth-Century British Literature: ...

https://books.google.co.in/books?isbn=0521560942, 8 Aug. 2016.

4. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English* Literature,

8th edn, vol. 2, ed. Stephen Greenblatt

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between Cos, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Analyze specific characteristics of British literature in 19th century | **PO7,PSO3** |
| **CO2** | Analyze social, historical, literary and cultural elements of the changes in British literature | **PO5, PSO3** |
| **CO3** | Identify the characteristics of the texts of these ages as a product of the historical and political background. | **PO7, PSO2** |
| **CO4** | Recognize various genres that emerged like Dramatic Monologue and the Novel, as a by-product of the times. | **PO1, PSO2** |
| **CO5** | Express concepts through assignments | **PO5, PSO2** |
| **CO6** | Evaluate texts from modern perspective | **PO8,PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL305A | British Literature-19th Century | 3 | | | | 2 | | 3 | 2 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 2 | 2 | 3 | 2 | | 3 | 3 | | 3 | | 2 | 2 | 3 | |
| CO2 | 2 | | | | 2 | | | | | | | | | | | |
| CO3 | 3 | 3 | | | | | | 3 | 2 | | | | | 3 | 2 | |
| CO4 | 3 | | 2 | | 3 | | | | 2 | | | 2 | | | | |
| CO5 | | | | 3 | 2 | | | 3 | 3 | | | 2 | | 3 | 3 | |
| CO6 | 3 | | | | | 2 | | 3 | | | | | 3 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | - |
| Regional | - |
| National | - |
| Global | Oscar Wilde: *Importance of Being Earnest* |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | Pre-Raphaelite MovementVictorian Morality |
| Human Values | Romanticism, Utilitarianism, Marriage and Sexuality, The 19th Century Novel; The Writer and Society; Faith and Doubt |
| Environment & Sustainability | - |
| Unit II | CHARLES BRONTE |
| Local | - |
| Regional | - |
| National | - |
| Global | Charlotte Bronte: *Jane Eyre* |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | Writing traditions of women writers |
| Human Values | - |
| Environment & Sustainability | - |
| Unit III | CHARLES DICKENS |
| Local | - |
| Regional | - |
| National | National integrity |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the |

| | contemporary developments. |
|---|---|
| Gender | Charles Dickens: *Hard Times* |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | POEMS |
| Local | To develop competence in the structure, levels, and discourse functions of poems |
| Regional | Usage of regional language in poems |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Poem writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | - |
| Human Values | Robert Browning: *'My Last Duchess'; 'The Last Ride Together'* |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL301A | Modern European Drama | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 5 | 0 | 0 | 5 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
- To enable the students to understand the causes behind the rising of modern European drama.
- To understand the origin of Absurd drama and major themes of Absurd drama.
- To understand the concept of heroism in modern European drama.
- To understand the politics, social changes and the stages in modern European drama

## Course Outcomes:

CO1: Students will be familiar with Modern European theatre and its evolution

CO2: Identify and critically analyze various key concepts and practices of a drama

CO3: Articulate orally and in writing an understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century

CO4: Carry out research to select and combine materials concerning the European theatrical landscape

CO5: Apply theoretical concepts in performance or in a production book

CO6. Understand stage, performance and audience in the Modern European context

## Catalogue Description:

This learning program will familiarize students with Modern European Drama and its evolution while developing the skills to read, analyze and appreciate various components of a drama.

## Course Content

| UNIT I | 10 lecture hours |
|---|---|

Introduction: - Introduction to European Drama: Realism, Naturalism, Expressionism, Symbolism & Epic; Politics, social change and theatre; Performance and text; Avant Garde drama; Tragedy and notion of heroism in post-war European drama; Relevance of theatre; Street play & its importance.

**UNIT II**                                                          **15 lecture hours**

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

**UNIT III**                                                         **15 lecture hours**

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

**UNIT IV**                                                          **10 lecture hours**

Anton Chekhov: *The Cherry Orchard*

## REFERENCE BOOKS/MATERIALS:

1.  Becket, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts.* New York: Grove, 1954.

2. Ibsen, Henrik. *A Doll's House.*Courier Corporation, 1992.
3. Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.
4. Strindberg , August. *Miss Julie and Other Plays*.(Oxford World's Classics) 1st Edition, Michael Robinson (Translator). US: OUP, 1998.

# Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

# Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Students will be familiar with Modern European theatre and its evolution | **PO5, PSO3** |
| **CO2** | Identify and critically analyse various key concepts and practices of a drama | **PO7,PSO2** |
| **CO3** | Articulate orally and in writing an understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century. | **PO5,PSO2** |
| **CO4** | Carry out research to select and combine materials concerning the European theatrical landscape. | **PO8, PSO2** |
| **CO5** | Understand the contribution of Modern European Drama to contemporary theatre. | **PO1,PSO2** |
| **CO6** | Understand stage, performance and audience in the Modern European context | **PO7,PSO3** |

| Course Code | Course Title | PO1 Comprehensive understanding of the theories and practical applications of their subject. | PO2 Acquire a sense of social responsibility and service to the greater good of humanity. | PO3 Foster scientific temper, creative ability and cross cultural sensitivity | PO4 Provide the students opportunities in terms of employment and research | PO5 Develop ability for advanced critical thinking and ability to formulate logical arguments. | PO6 Acquire the capability to work independently, as well as a member of the diverse team, | PO7 Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | PO8 Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | PO9 Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | PO10 Ability to use digital sources to aid and augment their scholastic pursuits. | PSO1 To develop competence in the structure, levels and discoursefunctions of the English language | PSO2 To appreciate different literary texts with respect to its genre and history | PSO3 To gain an understanding of the social and cultural connotations associated with a literary work. | PSO4 To be able to critically analyse and apply literary theories with respect to other disciplines | PSO5 To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | PSO6 To apply their knowledge and skills to a wide range of industries and academia |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL301A | Modern European Drama | 3 | | | | 3 | | 2 | 3 | | | | 3 | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 2 | 2 | 3 | | 2 | 2 | 2 | | | 3 | 3 | | | |
| CO2 | 3 | | 2 | | 3 | | 2 | 3 | 1 | | | | | | | |
| CO3 | 2 | | 2 | | 3 | 2 | 2 | | | | 1 | 2 | 3 | | | |
| CO4 | 2 | | 2 | 2 | 3 | | | 2 | | | | | | | | |
| CO5 | 2 | | | | | | | | | | | | | | | |
| CO6 | 2 | | 2 | | 3 | | | 2 | | | | | 2 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | - |
| Regional | - |
| National | Politics, social change and theatre; Performance and text; Avant Garde drama; |
| Global | Introduction: - Introduction to European Drama: Realism, Naturalism, Expressionism, Symbolism & Epic; Tragedy and notion of heroism in post-war European drama, Relevance of theatre; Street play & its importance |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | - |
| Professional Ethics | - |
| Gender | - |
| Human Values | Writing traditions of women writers |
| Environment & Sustainability | - |
| Unit II | DRAMA |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the dramal by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of European Drama |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | August Strindberg: *Miss Julie* (Methuen) |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Samuel Beckett, John Osborne |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing drama in European writing |
| National | National integrity through drama |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |

| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
|---|---|
| Gender | |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Anton Chekhov |
| Local | To develop competence in the structure, levels, and discourse functions of drama |
| Regional | Usage of regional language in drama |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Drama writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL309A | **Literary Theory** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To have a historical overview of major literary theorists, particularly of the 20th century
- To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- To identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts
- To apply various theoretical frameworks and concepts to literary and cultural texts
- To evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- To sharpen interpretative skills in the light of various theoretical frameworks

## Course Outcomes:

On completion of this course, the students will be able to

CO1: Introduces to the basics of Literary Criticism

CO2: Defines the basic theories, knowledge areas, and analytical tools of the field through several contemporary and historical schools of literary world

CO3: Widens the knowledge of literary concepts and focuses on their importance

CO4: Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis

CO5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods

CO6: Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory

## Catalogue Description:

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking.

## Course Content

**Unit I**                                                                    **15 lecture hours**

Literary Theory: An Introduction
Terry Eagleton: "What is Literature?"

**Unit II**                                                                   **15 lecture hours**

Post colonialism: Edward Said's 'Introduction' in *Orientalism*
Mahatma Gandhi, 'Passive Resistance' & 'Education' in *Hind Swaraj*

**Unit III**                                                                  **15 lecture hours**

Marxism: Antonio Gramsci – Hegemony, Althusser's Ideology & Ideological State Apparatuses, Marx's False Consciousness, Class Consciousness.

**Unit IV**                                                                   **15 lecture hours**

Feminism: Mary Wollstonecraft's *A Vindication of the Rights of Women*
Elaine Showalter: Twenty Years on: "A Literature of Their Own" Revisited

## REFERENCE BOOKS/MATERIALS:

1. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New

2. York: Routledge, 2000.

3. Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*.

4. Manchester: Manchester University Press, 1984.

5. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*.Kentucy:

6. University Press of Kentucky, 1993.

**7.** Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

**8.**

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

**Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs ,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Introduces to the basics of Literary Criticism | **PO1,PSO2** |
| **CO2** | Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world. | **PO1, PSO2** |
| **CO3** | Widens the knowledge of literary concepts and focuses on their importance. | **PO3,PSO6** |
| **CO4** | Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis. | **PO5,PSO2** |
| **CO5** | Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods. | **PO1,PSO4** |
| **CO6** | Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory. | **PO1, PSO3** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Comprehensive understanding of the theories and practical applications of their subject. | Acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discourse functions of the English language | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To be able to critically analyse and apply literary theories with respect to other disciplines | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To gain an understanding of the social and cultural connotations associated with a literary work. |
| SHEL309A | Literary Theory | 3 | | 2 | 2 | 3 | | | | | | | 3 | 3 | | | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | 1 | | 1 | 2 | 3 |
| CO2 | 3 | | | | | | | 3 | | | 2 | 1 | | 1 | | |
| CO3 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | | 2 | 1 | 2 | 3 |
| CO4 | 2 | | | | | | | | | | | | | | | |
| CO5 | 2 | | | | 2 | | | 3 | | | 2 | | | | 2 | |
| CO6 | 3 | 3 | | | 3 | | | 3 | | | | | 3 | | | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | Literary Theory: An Introduction; Terry Eagleton: "What is Literature?" |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | Studying various women writers |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Post colonialism: Edward Said's 'Introduction' in *Orientalism* |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | |
| Employability | |
| Entrepreneurship | - |
| Skill Development | Widens the knowledge of literary concepts and focuses on their importance. |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Marxism: Antonio Gramsci – Hegemony, Althusser's Ideology & Ideological State Apparatuses, Marx's False Consciousness, Class Consciousness. |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing traditions in writing |
| National | National integrity through marxism |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |

| Skill Development | Writing techniques |
|---|---|
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | |
| Human Values | - |
| Environment & Sustainability | - |
| Unit IV | Feminism: Mary Wollstonecraft's *A Vindication of the Rights of Women*<br>        Elian Showalter: Twenty Years on: "A Literature of Their Own" Revisited |
| Local | To develop competence in the structure, levels, and discourse functions of short stories |
| Regional | |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Short story writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Writing traditions of women writers |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL319A | **Literature of Indian Diaspora** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- Awareness about the literary traditions
- Recognizing and comprehending different writing skills and developing writing skills

- Exposure to social and cultural texts
- Fostering, creative ability and cross cultural sensitivity

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Identify the characteristics of Indian Diaspora

CO2: Interpret texts written by Indian Diasporic writers

CO3: Identify features of diasporic literary works and their influences on the world

CO4: Identify contemporary trends in diasporic literature

CO5: Analyze human experience connected to displacement

CO6: Analyze problems connected to diasporic identities

## Catalogue Description:

The aim of this learning program is to refine the understandings of the complex realities of contemporary diasporic times**.**

## Course Content

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**UNIT I**                                                    **15 lecture hours**

Introduction: The Diaspora; Nostalgia; New Medium; Alienation; Pain of Displacement

**UNIT II**                                                   **15 lecture hours**

Chitra Banerjee Divakaruni: *The Mistress of Spices*

**UNIT III**                                                  **15 lecture hours**

RohintonMistry: *A Fine Balance* (Alfred A Knopf)

**UNIT IV**                                                   **15 lecture hours**

JhumpaLahiri: *Interpreter of Maladies*

## TEXTBOOK:

1. Divakaruni, Chitra. *Mistress of Spices.* Black Swan.2005
2. Mistry, Rohinton. *A Fine Balance*. Faber and Faber.2004
3. Syal, Meera. *Anita and Me*. Harper Perennial.2004
4. Lahiri, Jhumpa. *Interpreter of Maladies*. HaperCollins.2017

## REFERENCE BOOKS/MATERIALS:

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora.* London: Routledge

2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Identify the characteristics of Indian Diaspora | **PO1,PSO3** |
| **CO2** | Interpret texts written by Indian Diasporic writers | **PO5,PSO3** |
| **CO3** | Identify features of diasporic literary works and their influences on the world | **PO7, PSO3** |
| **CO4** | Identify contemporary trends in diasporic literature | **PO5,PSO3** |
| **CO5** | Analyze human experience connected to displacement | **PO7, PSO3** |
| **CO6** | Analyze problems connected to diasporic identities | **PO5,PSO3** |

| Course Code | Course Title | Comprehensive understanding of the theories and practical applications of their subject. | Acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyse and apply literary theories with respect to other disciplines | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| SHEL319A | Literature of Indian Diaspora | 2 | | | | 3 | | 3 | | | | | | 3 | | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | 1 | | 1 | 2 | 3 |
| CO2 | 3 | | | | | | | 3 | | | 2 | 1 | | 1 | | |
| CO3 | 3 | 2 | 1 | | 2 | | | 3 | | | 2 | | 2 | 1 | 2 | 3 |
| CO4 | 2 | | | | | | | | | | | | | | | |
| CO5 | 2 | | | | 2 | | | 3 | | | 2 | | | | 2 | |
| CO6 | 2 | | | | 3 | | | 3 | | | | | 3 | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | |
| Global | Understanding the Indian English novel, poetry and modernity in Indian context on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | Studying various women writers in Indian context in English |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | THE MISTRESS OF SPICES |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of Indian novel and impact of Indian context on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | A FINE BALANCE |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing traditions in Indian writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the |

| Gender | Writing traditions of women writers |
|---|---|
| Human Values | - |
| Environment & Sustainability | - |
| **Unit IV** | **INTERPRETER OF MALADIES** |
| Local | To develop competence in the structure, levels, and discourse functions of short stories |
| Regional | Usage of regional language in short stories |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Short story writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the Indian society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| **SHEL355A** | **British Literature: 19th Century- Practical** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 0 | 0 | 1 | 1 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To understand the fundamentals of writing a research paper.
- To be able to identify a research problem in literature and write a paper on the same.

## Course Outcomes:

CO1: Apply the fundamentals of the theories of this genre in formulating a research problem.
CO2: Write and present a research paper.
CO3:Express concepts through assignments
CO4: Implement critical thinking components while analyzing texts.

## Catalogue Description:

This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviews and teach them to apply this knowledge in to a research paper.

## Course Content

### Practical 1                                                    02 Lecture Hours

Discussions on 19$^{th}$ century social set up; characteristics of the era; prominent writers & works; status of women.

### Practical II                                                   02 Lecture Hours

19$^{TH}$ Century fiction – an analysis – discussion on major themes of fiction – protagonists & antagonists; discussion on the prominence of the Bronte sisters & Charles Dickens

### Practical III                                                  03 Lecture Hours

A discussion on the characteristics of poetry of 19$^{th}$ Century; comparing& contrasting the poems of the prescribed authors; Discuss on how poetry holds a mirror to the age.

### Practical IV                                                   03 Lecture Hours

Selecting topics after meaningful deliberations; preparing seminar papers; presenting the papers; Interactions

## REFERENCE BOOKS/MATERIALS:

1. *The Oxford Companion to English Literature,* https://books.google.co.in/books?isbn=0192806874, 8 Aug. 2016.

2. *Jane Eyre,* https://books.google.co.in/books?isbn=0486424499, 8 Aug. 2016.

3.  Ancestry and Narrative in Nineteenth-Century British Literature: ...
https://books.google.co.in/books?isbn=0521560942, 8 Aug. 2016.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

## Relationship between the Course Outcomes (COs),Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs,POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Write and present a research paper. | **PO1, PSO3** |
| **CO3** | Express concepts through assignments. | **PO5, PSO5** |
| **CO4** | Implement critical thinking components while analyzing texts. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity | To foster scientific temper, creative ability, and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL355A | British Literature: 19th Century-Practical | 3 | | | | 3 | | | | | | | 2 | 2 | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | | | | 2 | 3 | | 2 | 3 | 2 |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | | | | | 2 | | | | 3 |
| CO3 | 3 | | 1 | | | | 2 | | | | 2 | | | 3 | 3 | 3 |
| CO4 | 3 | | | 2 | 2 | | 2 | | | | 2 | 2 | | | 2 | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Practical I |
|---|---|
| Local | - |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Understanding the English novel and modernity in English literature on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Practical II |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of British novel and impact of writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Practical III |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in writing |
| National | National integrity through poetry |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |

| Gender | - |
|---|---|
| Human Values | - |
| Environment & Sustainability | - |
| **Unit IV** | **Practical IV** |
| Local | To develop competence in the structure, levels, and discourse functions |
| Regional | Usage of regional language |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the English society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| **SHEL351A** | **Modern European Drama- Practical** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 0 | 0 | 1 | 1 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To understand the fundamentals of writing a research paper.
- To be able to identify a research problem in literature and write a paper on the same.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Apply the fundamentals of the theories of this genre in formulating a research problem.

CO2: Write and present a research paper

CO3.Understand citation and referencing
CO4. Read the given texts from the perspective of a reader of the present day and age

## Catalogue Description:
This learning program will create literary sensibility for appreciation in students ,expose them to artistic and innovative use of language by writers and to various worldviewsand teach them to apply this knowledge in to a research paper.

## Course Content

### Practical I                                            02 Lecture Hours

Discussions on the evolution of drama in the British Literature; A comparative analysis of Shakespearean stage with the modern stage.

### Practical II                                           02 Lecture Hours
Discussion on the relevance of Aristotle's concept of play to the modern play; Deliberations on the characteristics of modern drama

### Practical III                                          02 Lecture Hours
Discussion on the prominent playwrights and their contributions; Drama – a mirror to the social life

### Practical IV                                           04 Lecture Hours
Preparation of seminar papers on topics related to modern European drama and their presentations.

## REFERENCE BOOKS/MATERIALS:
1. Waiting for Godot (Eng rev): A Tragicomedy in Two Acts, Publisher: Grove Press; 1 edition May 17, 2011
2. Pygmalion (Penguin Classics) Paperback – January 30, 2003 by George Bernard Shaw Ghosts and Other by Henrik Ibsen (Author), Peter Watts (Foreword), Publisher: Penguin Classics; New Impression edition. June 30, 1964
3. Miss Julie and Other Plays (Oxford World's Classics) 1st Edition, by August Strindberg (Author), Michael Robinson (Translator)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Write and present a research paper. | **PO1, PSO3** |
| **CO3** | Express concepts through assignments. | **PO5, PSO5** |
| **CO4** | Implement critical thinking components while analysing texts. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL351A | Modern European Drama-Practical | 3 | | | | 3 | | | | | | | 2 | 2 | | 3 | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | | | | 2 | 3 | | 2 | 3 | 2 |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | | | | | 2 | | | | 3 |
| CO3 | 3 | | 1 | | | | 2 | | | | 2 | | | 3 | 3 | 3 |
| CO4 | 3 | | | 2 | 2 | | 2 | | | | 2 | 2 | | | 2 | 3 |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | Practical I |
|---|---|
| Local | - |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | Assessing literary traditions and advancement in writing |
| Global | Understanding the European drama in English literature on a global front |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Fulfilling Social responsibility |
| Environment & Sustainability | - |
| Unit II | Practical II |
| Local | Identifying the process of forging a national identity |
| Regional | Regional implications expressed in the novel by the writer |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of European Drama and impact of writing on world literature |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | - |
| Gender | - |
| Human Values | Cultural diversification |
| Environment & Sustainability | - |
| Unit III | Practical III |
| Local | Recognising Cultural Impact on individual |
| Regional | Analysing poetic traditions in writing |
| National | National integrity through drama |
| Global | - |
| Employability | Writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | - |
| Human Values | - |

| Environment & Sustainability | - |
|---|---|
| **Unit IV** | **Practical IV** |
| Local | To develop competence in the structure, levels, and discourse functions |
| Regional | Usage of regional language |
| National | - |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | Writing techniques |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Assessing representation of women in the European society |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | SDG5 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |
| | |

| SHEL352A | Summer Internship | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 2 | 0 | 0 | 2 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Description:

English majors engaged in an internship have opportunities to see the value of an English degree beyond the more typical fields of teaching and tutoring. Because practical work experience is a magnet for future employers, students who pursue internships during their undergraduate years are better prepared to enter the job market after graduation. The students have the opportunity to develop a clear idea of the kind of work they like or don't like. They gain skills in writing, speaking, working as members of a team, and learning specialized applications.

## Course Objectives:

1. To provide students with exciting opportunities to develop their professional portfolio while receiving academic credit
2. Apply theoretical concepts learned in academic coursework to real-world situations.
3. Develop professional skills such as research, communication, critical thinking, and problem-solving.
4. Reflect on and evaluate personal and professional growth during the internship experience.
5. To provide English majors with varied career opportunities in venues that allow them to apply skills learned in the classroom.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Understanding of research and problem solving

CO2: Offer Mentorship opportunities

CO3: Provide access to a variety of tasks and departments

CO4: Create valuable references and recommendations

CO5: Create a professional network

## Course Structure:

The internship course typically spans one Semester and consists of the following components:

1. **Pre-Internship Orientation (Week 1-2):**
● Introduction to the internship course objectives, requirements, and expectations.
● Guidance on finding and securing internship placements.
● Preparation of resumes, cover letters, and other application materials.
● Overview of professional conduct, workplace etiquette, and expectations.

2. **Internship Placement (Week 3-14):**
● Students undertake internships in governmental or non-governmental organisations relevant to their interests and career goals.
● Supervision and mentoring by designated professionals within the host organisations.
● Regular reporting and feedback sessions with the internship supervisor.
● Completion of assigned tasks, projects, and responsibilities as per the internship agreement.
● Active participation in organisational activities, meetings, and events.

3. **Midterm Review (Week 8):**
● Midterm evaluation of student progress and performance by both the internship supervisor and the course instructor.

- Reflection on internship experiences, challenges faced, and lessons learned.
- Identification of areas for improvement and strategies for maximising the remaining internship period.

4. **Final Assessment and Presentation (Week 15-16):**
- Submission of a comprehensive internship report detailing the tasks undertaken, skills developed, and insights gained during the internship.
- Oral presentation of internship experiences, highlighting key achievements, challenges, and lessons learned.
- Evaluation of the internship experience in relation to academic learning objectives.
- Peer feedback and discussion on internship presentations.

## Assessment:

- Internship Performance Evaluation by Supervisor (40%)
- Internship Report (30%)
- Internship Presentation (20%)
- Professionalism and Participation (10%)

**Prerequisites:** Completion of core courses in English or departmental approval.

**Note:** The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

# SEMESTER VI

<table>
<tr><th colspan="4">Semester VI</th></tr>
<tr><th>S.No.</th><th>Course Code</th><th>Course Title</th><th>Credits</th></tr>
<tr><td>1</td><td>SHEL342A</td><td>Indian Classical Literature <strong>(Core)</strong></td><td>6</td></tr>
<tr><td>2</td><td>SHEL344A</td><td>British Literature: 20<sup>th</sup> Century <strong>(Core)</strong></td><td>6</td></tr>
<tr><td>3</td><td>SHEL346A</td><td>Literary Criticism <strong>(DSE)</strong></td><td>6</td></tr>
<tr><td>4</td><td>SHEL348A</td><td>Modern Indian Writing in English Translations <strong>(DSE)</strong></td><td>6</td></tr>
<tr><td>5</td><td>SHEL308A</td><td>Project/Dissertation- Project</td><td>6</td></tr>
<tr><td>6</td><td></td><td>Value Added Course</td><td>0</td></tr>
<tr><td></td><td></td><td><strong>TOTAL</strong></td><td><strong>30</strong></td></tr>
</table>

<table>
<tr><td><strong>SHEL342A</strong></td><td><strong>Indian Classical Literature</strong></td><td>L</td><td>T</td><td>P</td><td>C</td></tr>
<tr><td><strong>Version 2.0</strong></td><td></td><td>5</td><td>1</td><td>0</td><td>6</td></tr>
<tr><td><strong>Pre-requisites/Exposure</strong></td><td>--</td><td colspan="4"></td></tr>
<tr><td><strong>Co-requisites</strong></td><td>--</td><td colspan="4"></td></tr>
</table>

## Course Objectives:

- To create awareness among the students of the rich and diverse literary cultures of ancient India

- To introduce students to the major literary works of Indian classical dramatist.

- To understand the importance of devotion and dedication in human life.

- To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life

- To understand the didacticism and ethical value contained in Indian classical literature.

## Course Outcomes:

CO1: Analyze classical Indian culture through literary representation while maintaining regional relevance and make them familiar with the rich classical literature and secular literary culture of ancient India by reading the direct and translated version.

CO2: Gain knowledge about the origin of drama, its characteristics, and special events in ancient India

CO3: Compare Indian Classical Literature with the European Classic with respect of structure and themes

CO4: Identify various characteristics and literary movements associated with Indian classical literature

CO5; Appreciate the Indian classical literature and to realize its value in practical aspects of life

CO6: Understand the didacticism and ethical value contained in Indian classical literature

## Catalogue Description:

This learning program will facilitate the learners to compare and analyze Indian Classical Literature with the European Classics.

## Course Content

### UNIT I                                                     15 Lecture Hours

Introduction: The Indian Epic Tradition: Themes and Recensions; Classical Indian Drama: Theory and Practice; Alankara and Rasa; Dharma and the Heroic.

Vyasa, *Vyadha Gita.* in The Mahabharata: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975)

### UNIT II                                                    15 Lecture Hours

Kalidasa: *AbhijnanaShakuntalam*. tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).

### UNIT III                                                   15 Lecture Hours

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: MotilalBanarasidass, 1962).

### UNIT IV                                                    15 Lecture Hours

IlangoAdigal: *The Book of Banci*, in *Silappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

## REFERENCE BOOKS/MATERIALS:

1. Bharata, *Natyashastra*, tr. ManomohanGhosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments'.
2. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000).
3. R.D. Karmakar. *AbhijnanaShakuntalam by Kalidasa.*Chaukhamba, 2011.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

# Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | Mapped Program Outcomes |
|---|---|---|
| | **Course Outcomes (COs)** | |
| **CO1** | Analyze classical Indian culture through literary representation while maintaining regional relevance and make them familiar with the rich classical literature and secular literary culture of ancient India by reading the direct and translated versions. | **PO1,PSO2** |
| **CO2** | Gain knowledge about the origin of drama, its characteristics, and special events in ancient India. | **PO1,PSO2** |
| **CO3** | Compare Indian Classical Literature with the European Classic with respect of structure and themes. | **PO3,PSO2** |
| **CO4** | Identify various characteristics and literary movements associated with Indian classical literature. | **PO3,PSO2** |
| **CO5** | Appreciate the Indian classical literature and to realize its value in practical aspects of life. | **PO8,PSO3** |
| **CO6** | To understand the didacticism and ethical value contained in Indian classical literature. | **PO8,PSO4** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity | Foster scientific temper, creative ability and cross cultural sensitivity. | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
| SHEL 342A | Indian Classical Literature | 3 | | 3 | | | | | 3 | | | | 3 | 2 | 2 | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | 2 | | | 3 | | 2 | 3 | 2 | |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | | | | 2 | | | | 3 | |
| CO3 | 3 | | 1 | | | | 2 | 2 | | | | | 3 | 3 | 3 | |
| CO4 | 3 | | 1 | 2 | 2 | | 2 | 2 | | | 2 | | | 2 | 3 | |
| CO5 | 3 | 2 | 1 | | 2 | | 2 | | | | | | | 2 | | |
| CO6 | 3 | 2 | | | 2 | | 2 | | | | 1 | | | | 3 | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | INTRODUCTION |
|---|---|
| Local | |
| Regional | |
| National | Alankara and Rasa; Dharma and the Heroic. |
| Global | Classical Indian Drama: Theory and Practice |
| Employability | |
| Entrepreneurship | |
| Skill Development | The Stage, Court, Countryside & City. |
| | Religious and Political Thought |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Ideas of Love and Marriage. |
| Human Values | The Indian Epic Tradition: Themes and Recessions; |
| | Vyasa, *Vyadha Gita.* in The Mahabharata |
| Environment & Sustainability | |
| Unit II | KALIDASA |
| Local | |
| Regional | |
| National | Assessing literary traditions and advancement in writing through classical Indian perspectives |
| Global | Understanding the Indian classical drama, poetry Indian context on a global front |
| Employability | |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | |
| Gender | Assessing representation of women in the Indian society |
| Human Values | Kalidasa: *AbhijnanaShakuntalam*" |
| Environment & Sustainability | - |
| Unit III | SUDRAKA |
| Local | |
| Regional | |
| National | Expressing cross cultural sensitivity within the nation |
| Global | |
| Employability | |

| | |
|---|---|
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Assessing representation of women in the Indian society |
| Human Values | Sudraka: *Mrcchakatika* |
| Environment & Sustainability | |
| Unit IV | ILANGO |
| Local | |
| Regional | Analysing traditions in Indian writing |
| National | Expressing cross cultural sensitivity within the nation |
| Global | |
| Employability | |
| Entrepreneurship | |
| Skill Development | |
| Professional Ethics | |
| Gender | |
| Human Values | IlangoAdigal: *The Book of Banci*, in *Silappatikaram: The Tale of an Anklet* |
| Environment & Sustainability | |
| SDG | 4 |
| NEP 2020 | Quality Education |
| POE/4th IR | |

| SHEL344A | **British Literature: 20ᵗʰ Century** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 2.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To familiarize the students with the new literature of Britain in the early decades of 20th century
- To enable the students to know about the modernist canon founded on Ezra Pound's idea of 'make it knew'
- To understand the historical background including the socio political changes in 20th century
- To understand the literary criticism and innovative techniques introduced by the writers of 20th century.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Identify various characteristics and literary movements of 20thcentury British Literature

CO2: Analyze popular writers and their works during the period

CO3: Examine the various cultural influences on the contemporary British literature

CO4: Interpret contemporary world of 20th century and how it shaped modern British society

CO5: Identify and describe distinct literary characteristics and theories used by writers of British Literature

CO6: Trace the history of the self and subjectivity in literature in the light of colonial consciousness

## Catalogue Description:

This learning program will be instrumental in developing a greater understanding of the political, cultural, and literary background of Modern Britain Literature thereby broadening an intercultural reading experience.

## Course Content

## UNIT I                                                              **15 Lecture Hours**

Various Literary Movements in the 20ᵗʰ Century: Modernism, Psychoanalysis, Stream of Consciousness, The Avant Garde& Post-modernism; Women's Movement in the early 20th Century.

## UNIT II                                                    15 Lecture Hours

Joseph Conrad: *Heart of Darkness*


## UNIT III                                                   15 Lecture Hours

Virginia Woolf: *Mrs. Dalloway*


## UNIT IV                                                    15 Lecture Hours

T.S. Eliot: "The Love Song of J. Alfred Prufrock"
W.B.Yeats: "The Second Coming"

## REFERENCE BOOKS/MATERIALS:

1. Conrad, Joseph. *Heart of Darkness and Other Tales*, Edited by Cedric Watts, Oxford University Press, 2008.
2. Lawrence, D.H, *Sons and Lovers*, Edited with an introduction and notes by David Trotter; 2009.
3. Woolf, Virginia.*Mrs. Dalloway*. Oxford World's Classics; 2008
4. Eliot, T.S..*POEMS*.New York Alfred A. Knopf 1920
5. Joseph Conrad's Heart of Darkness (English), Mohit K. Ray, The Atlantic Critical Studies, 2006
6. Lawrence: Sons and Lovers, J P Stern, Michael Black M.D., D H Lawrence, Lawrence, Stern, Black, Cambridge University Press, 1992.
7. Virginia Woolf (Authors in Context) (Oxford World's Classics), Michael H. Whitworth, OUP Oxford; Reissue edition (23 April 2009)


## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | **10** | **10** | **20** | **10** | **50** |


## Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program** |

|  |  | **Outcomes** |
|---|---|---|
| **CO1** | Identify various characteristics and literary movements of 20<sup>th</sup>century British Literature. | **PO8,PSO2** |
| **CO2** | Analyze popular writers and their works during the period. | **PO8,PSO2** |
| **CO3** | Examine the various cultural influences on the contemporary British literature. | **PO5,PSO3** |
| **CO4** | Interpret contemporary world of 20<sup>th</sup> century and how it shaped modern British society. | **PO1,PSO3** |
| **CO5** | Identify and describe distinct literary characteristics and theories used by writers of British Literature. | **PO8,PSO2** |
| **CO6** | Trace the history of the self and subjectivity in literature in the light of colonial consciousness. | **PO3,PSO6** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | To develop a comprehensive understanding of the theories and practical applications of their subject. | To acquire a sense of social responsibility and service to the greater good of humanity. | Foster scientific temper, creative ability and cross cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop awriting style of their own. | To apply their knowledge and skills to a wide range of industries and academia. |
| SHEL 344A | British Literature: 20th Century | 3 | 2 | 2 | | 3 | | | 3 | | | | 3 | 2 | | 3 | 3 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | 2 | | | 3 | | 2 | 3 | 2 | |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | 3 | | | 2 | | | | 3 | |
| CO3 | 3 | 2 | 1 | | | | 2 | 3 | | | | | 3 | 3 | 3 | |
| CO4 | 3 | 2 | | 2 | 2 | | 2 | 3 | | | 2 | | | 2 | 3 | |
| CO5 | 3 | 2 | 1 | 2 | 2 | | 2 | | | | | | | 2 | | |
| CO6 | 3 | 2 | | 2 | | | 2 | 2 | | | 1 | | | 3 | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | VARIOUS LITERARY MOVEMENTS IN THE 20$^{TH}$ CENTURY |
|---|---|
| Local | |
| Regional | Identify and analyse distinct literary characteristics of British literature of the time |
| National | Identify the texts as a product of the socio- political background of the ages |
| Global | Understand the contributions of texts in syllabus to the literary canon |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | Provide the students opportunities in terms of employment and research |
| Professional Ethics | - |
| Gender | - |
| Human Values | Women's Movement in the early 20th Century. |
| Environment & Sustainability | - |
| Unit II | JOSEPH CONRAD: *HEART OF DARKNESS* |
| Local | - |
| Regional | Analyse text from the perspective of social aspects at the time |
| National | Assess novel in the context of historical background |
| Global | An overview of British literature of the 20$^{th}$ century |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | - |
| Gender | |
| Human Values | Simplicity and lucidity of writer expression |
| Environment &Sustainability | - |
| Unit III | VIRGINIA WOOLF: *MRS. DALLOWAY* |
| Local | Recognising Cultural Impact on individual |
| Regional | |
| National | |
| Global | - |
| Employability | |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | Writing traditions of women writers |

| | |
|---|---|
| Human Values | - |
| Environment & Sustainability | - |
| **Unit IV** | **T.S. ELIOT:** *"THE LOVE SONG OF J. ALFRED PRUFROCK"* <br><br> **W.B.YEATS:** *"THE SECOND COMING"* |
| Local | |
| Regional | Analyzing poetic traditions in British literature in 20th century |
| National | National integrity through poetry |
| Global | W.B.Yeats: "The Second Coming" |
| Employability | Poetry writing techniques and assessing motifs |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To understand the scope of the discipline and be motivated to pursue the contemporary developments. |
| Gender | T.S. Eliot: "The Love Song of J. Alfred Prufrock" |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | 4 |
| NEP 2020 | Multi-Disciplinary studies, Quality Education |
| POE/4th IR | |

| SHEL346A | **Literary Criticism** | L | T | P | C |
|---|---|---|---|---|---|
| **Version 1.0** | | 5 | 1 | 0 | 6 |
| **Pre-requisites/Exposure** | -- | | | | |
| **Co-requisites** | -- | | | | |

## Course Objectives:

- To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods

- To understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g.., difference between literary criticism and literary theory)

- To grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory

- To gain knowledge about major, critical movements and critics in various critical traditions – Indian (schools of Rasa, Alamkar, Riti, Dhwani, Vakroti, Auchitya) and Western (Greek, Roman, English, German, Russian and French)

- To identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts

- To apply various theoretical frameworks and concepts to literary and cultural texts

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Introduces to the basics of Literary Criticism

CO2: Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world

CO3: Widens the knowledge of literary concepts and focuses on their importance

CO4: Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis

CO5: Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods

CO6: Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory

## Catalogue Description:

This learning program will help to intensify student's proficiency in the following skills: the ability to reason, think critically, communicate effectively and appreciate excellent writing and thinking**.**

## Course Content

## Unit I                                                    15 Lecture Hours

Introduction to Literary Criticism – History & Development from Plato to modern critics of $20^{th}$ century.

## Unit II                                                   15 Lecture Hours

Plato: Theory of Mimesis, Criticism of Poetry in *Republic, Book X*

Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in *Poetics*.

## Unit III                                                  15 Lecture Hours

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

## Unit IV                                                   15 Lecture Hours

T.S. Eliot: The Theory of Impersonal Poetry from *Tradition and Individual Talent*

I.A. Richards and Practical Criticism

## SUGGESTED READINGS:

1. A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.
2. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New
3. York: Routledge, 2000.
4. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory.
5. Manchester: Manchester University Press, 1984.
6. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory.Kentucy:
7. University Press of Kentucky, 1993.
8. S.K. Dey, History of Poetics. New Delhi: MLBS, 1960.
9. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Introduces to the basics of Literary Criticism. | **PO8,PSO2** |
| **CO2** | Defines the basic theories, knowledge areas, and analytical tools of the field through a number of contemporary and historical schools of literary world. | **PO3,PSO6** |
| **CO3** | Widens the knowledge of literary concepts and focuses on their importance. | **PO8,PSO2** |
| **CO4** | Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis. | **PO3,PSO4** |
| **CO5** | Identify the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods. | **PO5,PSO4** |
| **CO6** | Finally, the learner would be exploring The World, the Text, and the Critic in Literary Criticism and Theory. | **PO3,PSO6** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity | Foster scientific temper, creative ability and cross cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| SHEL 346A | Literary Criticism | | | 3 | | 3 | | | 3 | | | | 3 | | | | 2 |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | 2 | 3 | | 2 | 3 | | | | 2 |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | | 2 | | | | | | | 3 |
| CO3 | 3 | | 1 | | | | 2 | 2 | | | 3 | 3 | | | | 3 |
| CO4 | 3 | | | 2 | 2 | | 2 | 2 | 2 | | | 2 | | | | 3 |
| CO5 | 3 | 2 | | 1 | 2 | | | | | | | | | | | |
| CO6 | 3 | | | | | | 2 | | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

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| Unit I | INTRODUCTION TO LITERARY CRITICISM |
| --- | --- |
| Local | |
| Regional | Bifurcation of literature and writers based on multiple contexts relevant to regional divisions |
| National | |
| Global | Introduction to Literary Criticism – History & Development from Plato to modern critics of 20th century. |
| Employability | |
| Entrepreneurship | - |
| Skill Development | Identification of writing techniques |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| Unit II | PLATO |
| Local | - |
| Regional | |
| National | |
| Global | Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in *Poetics*. |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | |
| Human Values | Plato: Theory of Mimesis; Criticism of Poetry in *Republic, Book X* |
| Environment & Sustainability | - |
| Unit III | JOHN DRYDEN |
| Local | |
| Regional | |

| | |
|---|---|
| National | |
| Global | - |
| Employability | |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | |
| Gender | John Dryden: *Essay of Dramatic Poesy* |
| Human Values | - |
| Environment & Sustainability | William Wordsworth: Preface to *Lyrical Ballads* |
| Unit IV | T.S.ELIOT |
| Local | |
| Regional | |
| National | - |
| Global | |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | T.S. Eliot: The Theory of Impersonal Poetry from *Tradition and Individual Talent* |
| Professional Ethics | I.A. Richards and Practical Criticism |
| Gender | - |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | 4 |
| NEP 2020 | Quality Education |
| POE/4th IR | |

| SHEL348A | Modern Indian Writing in English Translations | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 5 | 1 | 0 | 6 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:

- Identify and define various key characteristics of Modern Indian Literature.
- Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing.
- Articulate an understanding of key concepts and theatre practices in Modern theatre.
- Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context.

## Course Outcomes:

On completion of this course, the students will be able to:

CO1: Identify and define various key characteristics of Modern Indian Literature

CO2: Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing

CO3: Articulate an understanding of key concepts and theatre practices in Modern theatre

CO4: Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context

CO5. Understand stage,audience reception and performance

CO 6. Understand the contribution of the texts in syllabus to 'Indian Literature'

## Catalogue Description:

The students will be empowered to understand the association among different Indian literature via English translations while appreciating the discursive and cultural exchanges against the backdrop of world literature.

## Course Content

### UNIT I                                                    15 Lecture Hours
Concepts of Modernity; Western & Indian; Translation: Theory & Practice; major themes/issues of 20th century Indian Literature: Dalit/ Feminist/ Diasporic/ Community discourses; Forms of Literature; Linguistic Regions and Languages.
Premchand: *The Shroud*, in *Penguin Book of Classic Urdu*
*Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).

### UNIT II                                                   15 Lecture Hours
Ananda Murthy U.R.: *Samaskara*. tr. A.K. Ramanujan. Oxford, 2012.
Amrita Pritam: "I Say UntoWaris Shah", (tr. N.S. Tasneem) in *Modern Indian*
*Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George,
vol. 3 (Delhi: SahityaAkademi, 1992).

### UNIT III                                                  15 Lecture Hours
ThangjamIbopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour
of Wind' and "The Land of the Half-Humans", tr. Robin S. Ngangom, in *The*
*Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
DharamveerBharati: *AndhaYug*, tr. AlokBhalla (New Delhi: OUP, 2009).

### UNIT-IV                                                   15 Lecture Hours
Fakir Mohan Senapati: *Rebati,* in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan
Das (Delhi: Srishti Publishers, 2000).
G. KalyanRao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient
BlackSwan, 2010)

## REFERENCE BOOKS/MATERIALS:
1. Tiwari, Shubha. Ed. (2005) *Indian Fiction in English Translation,* New Delhi, India, Atlantic Publishers and Distributers.
2. Natarajan, Nalini. *Handbook of Twentieth Century Literatures of India,* Westport CT, Greenwood; 1996
3. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*,
4. (Sept./Oct. 1992).
5. B.R. Ambedkar, *Annihilation of Caste* in *Dr.BabasahebAmbedkar: Writings and*
6. *Speeches*, vol. 1; 2014.
7. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
**Examination Scheme:**

| Components | Quiz I | Quiz II | Mid Term Exam | Attendance | End Term Exam |
|---|---|---|---|---|---|
| **Weightage (%)** | 10 | 10 | 20 | 10 | 50 |

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Identify and define various key characteristics of Modern Indian Literature. | **PO8,PSO2** |
| **CO2** | Develop an understanding of the concept of translation and its functioning in the context of Modern Indian Writing. | **PO5,PSO4** |
| **CO3** | Articulate an understanding of key concepts and theatre practices in Modern theatre | **PO5, PSO2** |
| **CO4** | Analyze key concepts and practices in Modern Indian Poetry and Short stories and identify how they emerged in the socio-political context. | **PO8,PSO2** |
| **CO5** | Understand stage ,audience reception and  performance | **PO5, PSO2** |
| **CO6** | Understand the contribution of the texts in syllabus to 'Indian Literature' | **PO8,PSO2** |

| Course Code | Course Title | To develop a comprehensive understanding of the theories and practical applications of their subject | To acquire a sense of social responsibility and service to the greater good of humanity | Foster scientific temper, creative ability and cross-cultural sensitivity | Provide the students opportunities in terms of employment and research | Develop ability for advanced critical thinking and ability to formulate logical arguments. | Acquire the capability to work independently, as well as a member of the diverse team, | Develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society. | Understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings. | Competency in language and communication skills for interacting with diverse audiences in a variety of contexts and genres. | Ability to use digital sources to aid and augment their scholastic pursuits. | To develop competence in the structure, levels and discoursefunctions of the English language | To appreciate different literary texts with respect to its genre and history | To gain an understanding of the social and cultural connotations associated with a literary work. | To be able to critically analyze and apply literary theories with respect to other disciplines. | To be able to recognize and comprehend different varieties of English language and develop a writing style of their own | To apply their knowledge and skills to a wide range of industries and academia |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| SHEL348A | Modern Indian Writing In English Translations | | | | | 3 | | | 2 | | | | 2 | | 3 | | |

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 3 | | 2 | 2 | | | 2 | 3 | | 2 | 3 | 2 |
| CO2 | 3 | 2 | | 2 | 3 | | 2 | 3 | | | | 2 | | | | 3 |
| CO3 | 3 | | 1 | | | | 2 | 3 | | | 2 | | | 3 | 3 | 3 |
| CO4 | 3 | | | 2 | 2 | | 2 | 3 | | | 2 | 2 | | | 2 | 3 |
| CO5 | 3 | 2 | 1 | 2 | 3 | | 2 | | | | | | | | | |
| CO6 | 3 | 2 | 1 | | 2 | | 2 | | | | | | | | | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped

| Unit I | CONCEPTS OF MODERNITY |
|---|---|
| Local | |
| Regional | Linguistic Regions and Languages |
| National | Assessing literary traditions and advancement in writing through modern Indian perspectives |
| Global | Concepts of Modernity; Western & Indian |
| Employability | Fostering creative abilities and analytical skills |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | - |
| Human Values | Translation: Theory & Practice; major themes/issues of $20^{th}$ century Indian Literature: Dalit/ Feminist/ Diasporic/ Community discourses; Premchand: *The Shroud* |
| Environment & Sustainability | - |
| Unit II | ANANDA MURTHY AND AMRITA PRITAM |
| Local | - |
| Regional | Usage of regional language |
| National | Amrita Pritam: "I Say Unto Waris Shah" |
| Global | |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To groom the students to be skilled to express literary interpretations in focused, coherent writing |
| Gender | |
| Human Values | Fulfilling Social responsibility |
| Environment &Sustainability | - |
| Unit III | THANGJAM IBOPISHAK SINGH |
| Local | |
| Regional | Usage of regional language |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Characteristics of Indian novel and impact of Indian writing on world literature |
| Employability | |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | |

| Gender | - |
|---|---|
| Human Values | ThangjamIbopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and "The Land of the Half-Humans", DharamveerBharati: *AndhaYug* |
| Environment & Sustainability | - |
| Unit IV | FAKIR MOHAN SENAPATI& G.KALYAN RAO |
| Local | |
| Regional | Usage of regional language |
| National | Expressing cross cultural sensitivity within the nation |
| Global | Exposure to social and cultural texts in the global contexts |
| Employability | - |
| Entrepreneurship | - |
| Skill Development | |
| Professional Ethics | To apply knowledge and skills to a wide range of industries and academia |
| Gender | Fakir Mohan Senapati: *Rebati* |
| Human Values | Cross-cultural sensitivity |
| Environment & Sustainability | - |
| SDG | 4 |
| NEP 2020 | Optimal Learning Environments and Support for Students (12.1-12.10) |
| POE/4th IR | Team Work&Skill Development |

| SHEL308A | Project/Dissertation - Practical | L | T | P | C |
|---|---|---|---|---|---|
| Version 1.0 | | 0 | 0 | 0 | 6 |
| Pre-requisites/Exposure | -- | | | | |
| Co-requisites | -- | | | | |

## Course Objectives:
- Apply the fundamentals of the theories of this genre in formulating a research problem.
- Write and present a research paper

## Course Outcomes:

CO1: Apply the fundamentals of the theories of this genre in formulating a research problem

CO2: Gain knowledge of the tools to design a research project, critique and challenge it

CO3: Understand Citation and referencing

CO4: Analyze the role of literature, and understand the means and ways to apply canonical theories into contemporary research.

## Guidelines:

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of Literature.

2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.

3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.

4. III Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalized with the help of the guide.

5. The Synopsis of the Project, which is finalized by the end of III Semester, should be submitted to the Department for approval. It shall consist of the following: • Title of the Project • Objectives • Review of Literature • Methodology including the reading list. It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the III Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.

6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The Department Level Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.

7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.

8. The IV Semester is fully devoted for • Library Work and Data Collection • Data Analysis • Project Writing • Report Presentation and Submission

9. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the III and IV Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.

10. Each candidate shall submit the report of the Project work, separately under his/her name mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.

11. Normally a Project work should consist of the following :- • 25 to 30 A-4 size typed or printed pages • Font: Times New Roman • Letter size: 12 for running matter • Letter Size: 16 for Headings • Line Spacing: 1.5 • Page Numbers: aligned to the top-center • Margins of 1.25 inches on all sides. • References if any may be given as Endnotes • Spiral binding. • Minor desirable variations can be adopted by the DLPC (Dept. Level Project Committee) of a College. • Structure of the Project Report is as follows: - Page i) "TITLE OF THE PROJECT REPORT IN CAPITAL Project Report Submitted in Partial Fulfilment of the Requirements for the Award of Degree of Bachelor of Arts in English (H) of the K. R. Mangalam University by (Students Name), Register Number, Emblem of the Institution, Month Year Department, Name of College, Address Page ii) Declaration by the candidate Page iii) Certificate from the Supervisor, countersigned by the HoD. Page iv) Acknowledgements if any. Page v) Contents

12. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.

13. Evaluation of the Project: The Project Report shall be subjected to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on the written material. The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of English. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined.

14. Declaration of the Result: The student should get a minimum of C Grade for a pass. In an instance of inability of obtaining a minimum grade of C, the Project may be redone and the report may be resubmitted.

## REFERENCE BOOKS/MATERIALS :

1. Kothari C.K. (2004), 2/e, Research Methodology, - Methods and Techniques ( New Age International, New Delhi)
2. Kumar K. L.' (1997), Educational Technology, New Age International (P) Ltd., New  Delhi
3. MLA handbook for Writers of Research Papers: Latest edition The Chicago Manual of Style: Latest edition
4. Academic Writing: A Handbook for International Students: Stephen Bailey

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**
**Examination Scheme:**

| Components | Internal | External | Presentation/Dissertation | End Term Exam |
|---|---|---|---|---|
| **Weightage (%)** | 20 | 30 | 50 | 100 |

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Programme Specific Outcomes (PSOs)**

| Mapping between COs, POs and PSOs | | |
|---|---|---|
| | **Course Outcomes (COs)** | **Mapped Program Outcomes** |
| **CO1** | Apply the fundamentals of the theories of this genre in formulating a research problem. | **PO1, PSO2** |
| **CO2** | Gain knowledge of the tools to design a research project, critique and challenge it | **PO1, PSO3** |
| **CO3** | Understand Citation and referencing. | **PO5, PSO5** |
| **CO4** | Analyze the role of literature, and understand the means and ways to apply canonical theories into contemporary research. | **PO5, PSO5** |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SHEL 308A | Project/Dissertation-Practical | 3 | | | | 3 | | | | | | | 2 | 3 | | 3 | |

Column header descriptions:
- PO1: To develop a comprehensive understanding of the theories and practical applications of their subject.
- PO2: To acquire a sense of social responsibility and service to the greater good of humanity.
- PO3: To foster scientific temper, creative ability and cross cultural sensitivity
- PO4: To provide the students opportunities in terms of employment and research
- PO5: To develop ability for advanced critical thinking and ability to formulate logical arguments.
- PO6: To acquire the capability to work independently, as well as a member of the diverse team,
- PO7: To develop awareness about the existing social and cultural constructs and develop strategies to contribute to the wellbeing of society.
- PO8: To understand the scope of the discipline and be motivated to pursue the contemporary developments and happenings.
- PO9: To be competent in language and communication skills for interacting with diverse audiences in a variety of contexts and genres.
- PO10: To be able to use digital sources to aid and augment their scholastic pursuits.
- PSO1: To develop competence in the structure, levels and discourse functions of the English language
- PSO2: To appreciate different literary texts with respect to its genre and history.
- PSO3: To gain an understanding of the social and cultural connotations associated with a literary work.
- PSO4: To be able to critically analyse and apply literary theories with respect to other disciplines
- PSO5: To be able to recognize and comprehend different varieties of English language and develop a writing style of their own.
- PSO6: To apply their knowledge and skills to a wide range of industries and academia.

| CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | | | | | 3 | | | | |
| CO2 | 3 | 2 | | | | | | | | | | | 3 | | | |
| CO3 | | | | | 3 | | | | | | | | | | 3 | |
| CO4 | | | | | 3 | | | | | | | | | | 3 | |

1=weakly mapped, 2= moderately mapped, 3=strongly mapped