Bachelor of Arts (Hons.) English

Programme Handbook
(as per the National Education Policy 2020)

School of Humanities (SOHS)

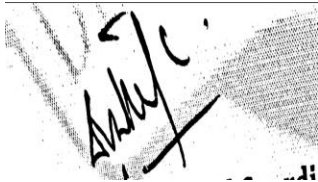## Approved by the 31st Academic Council
on June 20, 2023

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 outcome-based curriculum 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 and 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 politics. The course structure is flexible and is interdisciplinary. At the end of the course, 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

Verified by:

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ACKNOWLEDGEMENTS

CONTENT

5.6	Career Options	10
5.7	Syllabi	10

1. Introduction

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRMU 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

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

2. Objectives

- To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.
- To undertake research programmes with industrial interface.
- 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.
- To act as a nodal center for transfer of technology to the industry.
- To provide job oriented professional education to the special student community with particular focus on Haryana.

3. School of Humanities

The School of Humanities at KRMU comprises six departments (English, Economics, Psychology, Chinese, Political Science, and B.A. Programme) offering diverse graduate, post graduate & doctoral programs.

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

In order 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. Department of English

The Department of English under School of Humanities was established in 2015. It consists of qualified and experienced faculty member. The department aims at instilling core and foundational values of constructive education. The B.A. English (Hons.) program is designed to accommodate the dynamic nature of academia and industry. The programme has ten primary learning outcomes which are achieved through a strong curriculum, innovative pedagogy and hands-on learning experiences.

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. Program Outcomes

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.

4.3. Program Educational Objectives

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.

5. BA (H) English

The BA (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 of BA (H) English.

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: - 4 Years (8 Semesters)

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

5.4. Class Timings

The classes will be held from Monday to Friday from 09:10 am to 04:00 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 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 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.

FOUR YEAR B.A. (H) ENGLISH WITH RESEARCH

	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem VIII	Total
Courses	6	7	8	7	7	6	3	2	46

Credits	21	24	24	23	24	20	12	16	164

Course Structure for B.A. (H) English with Research

First Semester

Code	Paper	Core/Elective/ Optional	L	T	P	Credit
HUEL101	History of English Literature (14th to 18th Centuries)	Core (Major-DSC)	4	-	-	4
HUEL103	Indian Writing in English	Core (Major-DSC)	4	-	-	4
HUEL105	Communication Skills	Core (Major-DSC)	4	-	-	4
UMS101	Minor	Core (Minor I)	3	1	-	4
AEC001	New Age Life Skills - I	AEC1	3	-	-	3
SOHS-SEC-001	Microsoft Excel – Refresher to Advanced	SEC1	2	-	-	2
VAC151	Value Added Course 1 – EVS and DM	VAC1	2	-	-	2
	Total					**23**

Second Semester

Code	Paper	Core/Elective/ Optional	L	T	P	Credit
HUEL102	British Poetry and Drama: 14th to 17th Centuries	Core (Major-DSC)	3	-	0	3
HUEL152	British Poetry and Drama: 14th to 17th Centuries - Practical	Core (Major-DSC) - Practical	-	-	1	1
HUEL104	European Classical Literature	Core (Major-DSC)	4	-	-	4
HUEL106	Women's Writing	Core (Major-DSC)	4	-	-	4
UMS102	Minor	Core (Minor II)	3	1	-	4
OEC	Open Elective (University Pool)	OE1	3	-	-	3
AEC002	New Age Life Skills - II	AEC2	3	-	-	3
VAC	Value Added Course 2 (Community Engagement and Service)	VAC 2	2	-	-	2
	Total					**24**

CERTIFICATE in English Literature (Total Credit: 45)

Third Semester

Code	Paper	Core/Elective/ Optional	L	T	P	Credit
HUEL201	British Romantic Literature	Core (Major-DSC)	4	-	-	4
HUEL203	Popular Literature	Core (Major-DSC)	3	-	-	3
HUEL251	Popular Literature - Practical	Core (Major-DSC) - Practical	-	-	1	1
UMS201	Minor	Core (Minor III)	3	1	-	4
OEC	Open Elective (University Pool)	OE2	3	-	-	3

VAC	Value Added Course 3 (University Pool)	VAC 3	2	-	-	2
AEC003	New Age Life Skills - III	AEC3	3	-	-	3
	Evaluation of Summer Internship/Apprenticeship	Compulsory	-	-	-	2
	Total					**22**

Fourth Semester

HUEL202	Contemporary India: Women and Empowerment	Core (Major-DSC)	4	-	-	4
HUEL204	Literary Criticism	Core (Major-DSC)	4	-	-	4
HUEL206	British Poetry and Drama: 17th to 18th Centuries	Core (Major-DSC)	3	-	-	3
HUEL252	British Poetry and Drama: 17th to 18th Centuries - Practical	Core (Major-DSC) - Practical	-	-	1	1
UMS202	Minor	Core (Minor IV)	3	1	-	4
OEC	Open Elective (University Pool)	OE3	3	-	-	3
SOHS-SEC-002		SEC2	2	-	-	2
VAC	Value Added Course 4 (University Pool)	VAC 4	2	-	-	2
	Total					**23**

DIPLOMA in English Literature (Total Credit: 92)

Fifth Semester

HUEL301	British Literature – 18th Century	Core (Major-DSC)	4	-	-	4
HUEL303	American Literature	Core (Major-DSC)	3	-	-	3
HUEL351	American Literature - Practical	Core (Major-DSC) - Practical	-	-	1	1
HUEL305	Language and Linguistics	Core (Major-DSC)	4	-	-	4
UMS301	Minor	Core (Minor V)	3	1	-	4
SEC	Skill Enhancement Course 3	SEC3	2	-	-	2
	Discipline Specific Elective 1	DSE1	4	-	-	4
	Evaluation of Summer Internship/Apprenticeship	Compulsory (to exit)	-	-	-	2
HUEL307 HUEL309 HUEL311	**DS Elective-1** World Literatures **DS Elective-1** Travel Writing **DS Elective-1** Applied Linguistics					

	Total					24
Sixth Semester						
HUEL302	Modern European Drama	Core (Major-DSC)	3	-	-	3
HUEL352	Modern European Drama - Practical	Core (Major-DSC) - Practical	-	-	1	1
HUEL304	British Literature – 19th Century	Core (Major-DSC)	4	-	-	4
UMS302	Minor	Core (Minor VI)	3	1	-	4
	Discipline Specific Elective 2	DSE2	4	-	-	4
SEC	Skill Enhancement Course 4	SEC4	2	-	-	2
	Internship/Minor Project Report		2	-	-	2
HUEL306 HUEL308 HUEL310	**DS Elective-2** Partition Literature **DS Elective-2** Literature of Indian Diaspora **DS Elective-2** Regional Literature in Translation					
	Total					20
Bachelor of Arts (H) in English (Total Credit: 136)						

Seventh Semester						
HUEL401	British Literature – 20th Century	Core (Major-DSC)	4	-	-	4
HUEL403	Research Methodology (English)	Core (Major-DSC)	4	-	-	4
UMS401	Minor	Core (Minor VII)	3	1	-	4
	Total					12
Eighth Semester						
UMS402	Minor	Core (Minor VIII)	3	1	-	4
HUEL404	Major Project/Dissertation		-	-	-	12
	Total					16
Bachelor of Arts (H) in English with Research (Total Credit: 164)						

First Semester						
Code	**Paper**	**Core/Elective/ Optional**	**L**	**T**	**P**	**Credit**
HUEL101	History of English Literature (14th to 18th Centuries)	Core (Major-DSC)	4	-	-	4
HUEL103	Indian Writing in English	Core (Major-DSC)	4	-	-	4
HUEL105	Communication Skills	Core (Major-DSC)	4	-	-	4
UMS101	Minor	Core (Minor I)	3	1	-	4
AEC001	Ability Enhancement Course 1	AEC1	3	-	-	3
VAC151	Value Added Course 1 – EVS and DM	VAC1	2	-	-	2
	Total					**21**

HUEL101	**History of English Literature (14th to 18th Centuries)**	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To give an overview of the history of English literature from the Middle English to the Romantic Period, literary developments of each period are analysed with reference to major social, intellectual and cultural events/trends

2. To provide a thorough knowledge of important texts from the Age of Chaucer to Age of Romanticism.

3. To provide a comprehensive idea of the major developments in English literature.

4. Identify conventional literary genres, elements, and devices.

5. To understand literature as an expression of human values within an historical and social context.

Course Outcomes

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

CO1: Gain a broad understanding of the major literary periods of England.

CO2: Familiarize with the crucial literary aspects of drama and poetry of English literature published between 14th and 18th centuries.

 CO3: Attain a thorough knowledge of the major writers of the period, the emergence of new literary genres.

 CO4: Understand the socio-cultural and literary milieu through a study of the major themes explored in the canonical works of the age.

CO5: Attain a comprehensive understanding of literature through a focused study of landmark literary texts.

CO6: Use feedback to reflect on and refine interpretations of literary texts.

Catalog Description

This course provides a brief outlook of the period of English Literature ranging from Age of Geoffrey Chaucer, which is also known as the Middle English Period up until the 18ᵗʰ Century.

Course Content

Unit-I:

Introduction- The Meaning of Literature

The Age of Chaucer

Unit-II:

The Revival of Learning

The Age of Elizabeth

Unit-III:

The Puritan Age

Period of the Restoration

Unit-IV:

Eighteenth Century Literature

The Age of Romanticism

Suggested Readings:

1. Dr. T. Singh: A History of English Literature, Student Store Bareilly, 2022.

2. William J. Long: English Literature, Maple Press Pvt. Ltd., 2012.

3. R.D. Trivedi: A Compendious History of English Literature, Vikas Publishing House Pvt. Ltd., 1976.

4. David Daiches: A Critical History of English Literature Vol. 1&2, Random House UK, 1998.

5. M.H. Abrams and Geoffrey Galt Harpham: A Glossary of Literary Terms, Cengage India Private Limited, 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	Gain a broad understanding of the major literary periods of England.	PO1,PSO2
CO2	Familiarise with the crucial literary aspects of drama and poetry of English literature published between 14th and 18th centuries.	PO1,PSO2
CO3	Attain a thorough knowledge of the major writers of the period, the emergence of new literary genres.	PO3,PSO2
CO4	Understand the socio-cultural and literary milieu through a study of the major themes explored in the canonical works of the age.	PO3, PSO2
CO5	Attain a comprehensive understanding of literature through a focused study of landmark literary texts.	PO8, PSO3
CO6	Use feedback to reflect on and refine interpretations of literary texts.	PO8, PSO4

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5
		To develop a comprehensive understanding of the theories and practical applications	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	Acquire the capability to work independently, as well as a member of the diverse	Develop awareness about the existing social and cultural constructs and develop	Understand the scope of the discipline and be motivated to pursue the contemporary	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

History of English Literature (14th to 18th Centuries)	3	3				3				3	2	2	

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

SHEL141A	Indian Writing in English	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives
1. Identify the characteristics of Indian Literature of 19th century.
2. Interpret texts written by Indian writers.
3. Identify features of literary works and their influences on the society.

4. Analyze different writing techniques employed by writers.
5. Express concepts through assignments
6. 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.

Catalog 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 the mes 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 Books

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**

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Title	PO1 — To develop a comprehensive understanding of the theories	PO2 — To acquire a sense of social	PO3 — Foster scientific temper, creative	PO4 — Provide the students	PO5 — Develop ability for advanced	PO6 — Acquire the capability to work	PO7 — Develop awareness about the	PO8 — Understand the scope of the	PO9 — Competency in language and	PO10 — Ability to use digital sources to	PSO1 — To develop competence in the	PSO2 — To appreciate different literary	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	PSO6 — To apply their knowledge and
SHEL141A	Indian Writing in English			3		3		3	3	3		3	3	2	3	3	

Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills - I	**3**				**3**
Pre-requisites/Exposure						

(L – Lecture   T – Tutorial   P – Practical   S – Studio   C – Credits)

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 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.

4.4. 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 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 own.

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

COURSE OBJECTIVES:

- To enable learners organize and summarize information clearly and logically
- To develop and build upon their abilities in listening reading and speaking skills.
- To improve numerical literacy, data analysis, statistical reasoning.
- To cultivate leadership qualities.
- To recognize the interrelationship between theory and practice apply such knowledge for development.
- To enhance verbal and written communication skills, including clarity, articulation, active listening, and effective presentation skills.

COURSE OUTCOME (COs)

On completion of the course learner should be able to: -

- CO1 Develop self confidence in their communication abilities and enabling them to express themselves assertively.

- CO 2 Enhance the ability for advanced critical thinking and the ability to formulate logical arguments.
- CO 3 Describe different value systems and moral dimensions while taking decisions.
- CO 4 Include attributes and personality traits that help learner to interact with others and succeed.
- CO 5 Cultivate self-confidence, problem solving and critical thinking abilities

CATALOUGE DESCRIPTION:

New Age Life Skills' course is designed for learner to enhance and develop interpersonal skills that characterize a person's relationships with other professionals. This program will teach skills which will prepare them for a successful career in their industry. The main topics will include verbal communicational
skills, non- verbal communication skills, Active listening skills, written communication skills and presentation skills. They will also develop active listening skills, enabling them to understand others and respond appropriately. Learners will demonstrate proficiency in interpersonal communication, fostering positive relationships and resolving conflicts. Additionally, they will exhibit cross-cultural competence, adapting their communication styles to diverse audiences.

COURSE TOPICS:

Unit Number: 1   Title: **Effective Communication Skills**
Content Summary: Verbal Communication Skills: speaking clearly, using appropriate language and tone, and expressing ideas effectively, Non-Verbal Communication Skills: Body Language Facial Expressions, Posture, Eye Contact, and Gestures, Active Listening Skills: Understanding and Reporting to Other's Messages, Interpersonal Skills: Building Rapport, Empathy, and Resolving Conflicts

Unit Number: 2   Title: **Personality development**
Content Summary: - Etiquettes and Manners, Attitude, Self Esteem & Self Reliance, Public Speaking, Work Habits, Presentation Skills/Techniques

Unit Number: 3   Title: **Mindset and Resilience**
Content Summary: Knowing and experiencing self, Developing a growth mindset, Strategies for overcoming obstacles and setbacks, Cultivating Resilience and Adaptability

Unit Number: 4   Title: **Enhancing Spoken Skills**

Content Summary: Vocabulary & Pronunciation improvement, Verbal Ability Qs & Ans, Delivery of speech, Motivation, Assertiveness, Confidence building, Story narration, Book review.

Text Book and References

1. Bayer, Mike (2019), Best Self
2. Gladwell Malcom, (2021), Talking to strangers
3. Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
Weightage (%)	10	10	20	10	50

Program Mapping – PO to CO's
New Age Life skills – I

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
CO 1																			3		
CO 2								2										2			
CO 3																					
CO 4									3												
CO 5				3												3					

1=lightly mapped   2= moderately mapped   3=strongly mapped

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

Course Objectives

1. Identify key elements and principles of communication.
2. Demonstrate understanding of the communication process.
3. Describe their communication strengths and growth areas.
4. Demonstrate ability to prepare and present a short oral presentation.
5. Appreciate the role of body language and voice tone in effective communication.
6. 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

Catalog 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

10 lecture hours

UNIT I

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).

8 lecture hours

UNIT II

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.

8 lecture hours

UNIT III

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.

6 lecture hours

UNIT IV

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);

8 lecture hours

UNIT V

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.

Text book [TB]:

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: Hospitality Press
6. Business Communication-K. K. Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: Thompson Press
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 Sheldon Press

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)

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

		To develop a comprehensive	To acquire a sense of social	Foster scientific temper, creative	Provide the students opportunities	Develop ability for advanced	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and	Ability to use digital sources to	To develop competence in the	To appreciate different literary	To gain an understanding of the	To be able to critically analyze	To be able to recognize and	To apply their knowledge and

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PO6
-UCCS155A	Communication Skills	3		3						3		3					3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives

1. To develop in students an understanding of the concept and process of communication and to enable them to appreciate the potential and limitations of various communication processes.

2. To familiarize students with various forms of communication in today's Information Society, including nonverbal, interpersonal, and mass forms.

3. To develop in students understanding of the mass communication process.

4. To introduce students to different areas of mass communication.

	Understanding Media	L	T	P	C
Version 3.0		3	1	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

5. To develop an informed and critical understanding of the nature of mass media.

6. To acquaint students about historical growth, development, and trends of different media.

7. Develop an understanding of the effects of mass communication upon society and how the media influence our understanding of reality.

Course Outcomes

By the end of the course you will: students will be able to:

1. understand the concept of media and its role and functions
2. the literacy of media vis a vis ownership, representation, and violence
3. the evolution of media with respect to cinema, television, radio, and new media

Course Content:

UNIT I

Introduction to Media: Role of Media in our Life, Media Time Line, Media & Mass Media, What makes "Mass" Communication Unique?

UNIT II

Media and its Role: Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media, Role of Media in a Democracy

UNIT III

Media Literacy: Introduction of Media Literacy, Media Ownership, Media Representation, Media Violence

UNIT IV

Evolution of Media: Evolution of Cinema, Evolution of Television, Evolution of Radio, Evolution of New Media

Reference Books/Materials

1. McLuhan Marshall. *Understanding Media*. McGraw Hill, 2014.
2. Scott Martin. *Media and Development.* Zed Books, 2014

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

Mapping between Cos, POs and PSOs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	understand the concept of media and its role and functions	**PO1, PSO1**
CO2	the literacy of media vis a vis ownership, representation, and violence	**PO9, PSO1**
CO3	the evolution of media with respect to cinema, television, radio, and new media	**PO9, PSO6**

Course Code	Course Title	To develop a comprehensive (PO1)	To acquire a sense of social (PO2)	Foster scientific temper, creative ability (PO3)	Provide the students opportunities in (PO4)	Develop ability for advanced critical (PO5)	Acquire the capability to work (PO6)	Develop awareness about the existing (PO7)	Understand the scope of the discipline (PO8)	Competency in language and (PO9)	Ability to use digital sources to aid and (PO10)	To develop competence in the structure, (PSO1)	To appreciate different literary texts with (PSO2)	To gain an understanding of the social (PSO3)	To be able to critically analyze and (PSO4)	To be able to recognize and comprehend (PSO5)	To apply their knowledge and skills to a (PSO6)
	Understanding Media	3		3						3		3					3

1= weakly mapped

2= moderately mapped

3=strongly mapped

	Environmental Studies and Disaster Management	L	T	P	C
Version 3.0		2	0	0	2
Pre-requisites/Exposure	Basics of Environment				
Co-requisites	--				

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.

Carbon Footprints.

UNIT II   **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. Fundamentals and Application of ESG (Environment Social Governance).

UNIT III   10 Lectures

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- IV   10 Lectures

Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Government, International and NGO Bodies in Disaster Preparedness.
Reconstruction and Rehabilitation, Post Disaster effects and Remedial Measures
Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005,
Applications of AI and ML in Disaster Management and risk predictions.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.
2. 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.
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.

Semester II

SHEL241A	British Poetry and Drama:14th to 17th Centuries	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

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

1. Introduce to the British literature from 14th to 17th centuries

2. Understand the theme, structure and styles in British poetry and drama

3. Comprehend British literature from various socio-cultural and political contexts

4. Detailed reading of the text to understand intellectual background of the 14th and 17th centuries

Course Outcomes

CO1: Analyze specific characteristics of British literature from 14th to 17th 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 14th to 17th 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.

Catalog 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

15 lecture hours

UNIT I:

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

10 lecture hours

UNIT II:

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

10 lecture hours

UNIT III:

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

15 lecture hours

UNIT IV:

William Shakespeare: Macbeth

Reference Books/Materials

Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. Penguin Books, 1953.

Donne, John. *A Valediction Forbidding Mourning*. Florin Press,1981.

Donne, John.*One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.

Fifteen Poets. OUP, 1992.

Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.

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	Analyze specific characteristics of British literature from 14th to 17th centuries	**PO7, PSO3**
CO2	Identify the texts as a product of the socio- political background of the ages	**PO7, PSO3**
CO3	Analyze the evolution of genres like poetry and drama in the English language	**PO7, PSO2**
CO4	Recognize and trace the inter-textual themes and motifs	**PO5, PSO2**

		in British literature from 14th to 17th century	
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	PO 1 Comprehensive understanding of	PO 2 Acquire a sense of social	PO 3 Foster scientific temper, creative	PO 4 Provide the students opportunities in	PO 5 Develop ability for advanced	PO 6 Acquire the capability to work	PO 7 Develop awareness about the	PO 8 Understand the scope of the	PO 9 Competency in language and	PO 10 Ability to use digital sources to aid	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the
SHEL 241A	British Poetry and Drama: 14th to 17th Centuries	3	3			2		3	1				3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHEL281A	British Poetry and Drama: 14th to 17th Centuries- Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. 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 analysing texts.

Catalog 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

02 Lecture Hours

Practical I

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]

02 Lecture Hours

Practical II

Character analysis: Types of characters in a play: Central Charcters, 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]

03 Lecture Hours

Practical III

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]

03 Lecture Hours

Practical IV

 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 analyzing texts.	**PO5, PSO5**

Course Code	Course Title	PO 1	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5
		To develop a comprehensive	Provide the students opportunities in	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and	Ability to use digital sources to aid	To develop competence in the	To appreciate different literary texts	To gain an understanding of the social	To be able to critically analyze and	To be able to recognize and
SHEL281A	British Poetry And Drama: 14th To 17th Centuries-Practical	3		3							2	2		3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills - II	3				3
Pre-requisites/Exposure						

(L – Lecture   T – Tutorial   P – Practical   S – Studio   C – Credits)

COURSE OBJECTIVES:

- To cultivate and foster leadership skills and break barriers of communication.
- To enhance verbal ability competence and adaptability in learner.
- To enhance networking and relationship building skills in learner.
- To build need for self-awareness and personal development in learner.
- To inculcate different ways of preparing organizing and presenting their ideas.

Course Outcomes (COs)

On completion of the course learner should be able to: -

- CO 1: Apply their communication skills in different professional and personal contexts, such as, networking events, interactions, and interpersonal relationships.
- CO 2: Express ideas and information clearly and concisely through spoken language. They will develop the ability to articulate their thoughts, use appropriate vocabulary, and convey their message with clarity.
- CO 3: Develop skills related to career planning, job search strategies, and personal branding
- CO 4: Develop leadership skills and to motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Catalogue Description:

The learners may be required to give presentation, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learner of such a course can expect to possess strong verbal and written communication skills, allowing them to express their thoughts and ideas clearly and concisely. The program fosters effective presentation skills, empowering graduates to deliver engaging and informative presentations. Learners will also acquire collaborative communication skills, facilitating teamwork and achieving shared goals.

Course Topics:

UNIT WISE DETAILS

Unit 1: **Presentation and Public Speaking**

49

Structuring and organizing a presentation, Developing effective visual aids, Managing stage fright and anxiety, Engaging the audience and delivering impactful speeches

Unit 2: **Assertiveness and Confidence Building**

Developing self-confidence and self-esteem, Assertiveness techniques: expressing opinions, setting boundaries, and saying "no" effectively, Handling criticism and feedback.

Unit 3: **Teamwork and Collaboration**

Effective collaboration and cooperation, Conflict resolution within a team, Building trust and fostering a positive team culture

Unit 4: **Well-being and Mindfulness**

Promoting physical and mental well-being, Stress management techniques, Introduction to mindfulness and meditation practices

Teaching Methodology

The course will utilize a combination of lectures, Multimedia presentation, interactive discussions, lectures, group activities, feedback and reflection on the topics, experiential learning.

Text Book and References

1. Bayer, Mike (2019), Best Self
2. Gladwell Malcom, (2021), Talking to strangers
3. Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
Weightage (%)	10	10	20	10	50

Program Mapping – PO to CO's

New Age Life skills – II

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
CO 1									3												
CO 2																		2			
CO 3								2								3			3		
CO 4				3																	

SHEL245A	Women's Writing	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

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

1. Understand the development of women's writing

2. Understand various concepts like gynocriticism, difference between sex and gender and other terms related to women

3. Interpret critical and theoretical debates surrounding women's writing

4. 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

Catalog Description

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

Course Content

15 lecture hours

UNIT I:

Chandra Talpade Mohanty : *Under Western Eyes*

Shashi Despande: *Writing from the Margins*

Virginia Woolf : A Room of One's Own

15 lecture hours

UNIT II:

Alice Walker: *The Color Purple*

10 lecture hours

UNIT III:

Kamla Das : *My Grandmother's House*

Maya Angelou*: Still I rise*

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

20 lecture hours

UNIT IV:

Chitra Bannerjee: Forest of Enchantements

Suggested Readings:

Beauvoir de,Simone.*The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier.Vintage, 2010.

Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia. Arnold, 1996.

Sangari, Kumkum and Sudesh Vaid. 'Introduction', in *Recasting Women: Essays in Colonial History*.Kali for Women, 1989.

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	PO 1 Comprehensive understanding of the	PO 2 Acquire a sense of social	PO 3 Foster scientific temper, creative	PO 4 Provide the students opportunities in	PO 5 Develop ability for advanced critical	PO 6 Acquire the capability to work	PO 7 Develop awareness about the	PO 8 Understand the scope of the	PO 9 Competency in language and	PO 10 Ability to use digital sources to aid	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the social
SHEL245A	Women's Writing	3				3		3					3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHEL142A	**European Classical Literature**	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To introduce the students to historical background of the European classical literature
2. To acquaint the students with the origin of the European Canon
3. To acquaint the students with various literary terms and its implementation and significance in European writing.
4. To make the students aware of the literary cultures I Augustan Rome and Athenian city state.
5. 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

Catalog 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

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15 lecture hours
UNIT I:

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

15 lecture hours

UNIT II

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

15 lecture hours
UNIT III

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

15 lecture hours

UNIT IV

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. *Ars Poetica.* 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	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	PO 1 To develop a comprehensive	PO 2 To acquire a sense of social	PO 3 To foster scientific temper, creative	PO 4 To provide the students opportunities	PO 5 To develop ability for advanced	PO 6 To acquire the capability to work	PO 7 To develop awareness about the	PO 8 To understand the scope of the	PO 9 To be competent in language and	PO 10 To be able to use digital sources to	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the social
SHEL142A	European Classical Literature	3						3					3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

	Media Ethics and Laws	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives:

1. To introduce students to legal and ethical issues related to mass media
2. To help students gain an understanding of media laws in India and their implications on the profession of Journalism
3. To identify and analyze ethical questions pertaining to Journalism

Course Outcomes:

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

1. Students gain an understanding of laws pertaining to media
2. Students gain an analytical knowledge into ethical issues related to media
3. Students learn to apply media laws to case studies and evaluate the relative merits and demerits of laws and ethical questions pertaining to media
4. Creating an understanding among students about the importance of responsible Journalism which works within the framework of laws and ethics

UNIT I **10 Hours**

Indian Media and the Constitution: Media Roles, Responsibilities and Privileges,

Fundamental Rights, Directive Principles of State Policy, Media Freedom in a Democracy

UNIT II   10 Hours

Indian Media and the State: Parliamentary Privileges and Contempt of Court; Official Secrets Act, Sedition laws, Defamation; Working Journalists Act, Copyright Act, Right to Information

UNIT III   10 Hours

Broadcasting Law: Press Council of India, Prasar Bharati Act, Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 and Film Censorship

UNIT IV   10 Hours

Ethical Issues in Indian Media: Code of Ethics, Media Bias, Censorship, Privacy issues, Obscenity, Violence, Hate speech, Fake news and post-truth, Trial by media, Women and Children in media, Pressures on Media Freedom (Political, Commercial, Legal)

Reference Books/Materials
1. Development of Media and Media Law – Mittika Singal Bhushan, Aadi Publications, 2014
2. Media Law and Ethics – M. Neelamalar, Prentice Hall India Learning PrivateLimited, 2009
3. Press Laws and Ethics of Journalism - P.K. Ravindranath, Authors Press, 2004
4. Journalism Ethics: Arguments and cases for the twenty-first century - Roger Patching and Martin Hirst, Routledge, 2013
5. Journalism Ethics and Regulation (Longman Practical Journalism) - Chris Frost, Third Edition, Longman, 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

Mapping between COs, POs and PSOs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Students gain an understanding of laws pertaining to media	**PO1, PSO2**
CO2	Students gain an analytical knowledge into ethical issues related to media	**PO1, PSO2**
CO3	Students learn to apply media laws to case studies and evaluate the relative merits and demerits of laws and ethical questions pertaining to media	**PO1, PSO2**
CO4	Creating an understanding among students about the importance of responsible Journalism which works within the framework of laws and ethics	**PO7, PSO3**

Course Code	Course Title	PO1 — To develop a comprehensive understanding of the theories and	PO2 — To acquire a sense of social responsibility and service to the	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	PO6 — To acquire the capability to work independently, as well as a member of	PO7 — To develop awareness about the existing social and cultural constructs	PO8 — To understand the scope of the discipline and be motivated to pursue	PO9 — To be competent in language and communication skills for interacting	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	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
	Media Ethics and Laws	3						3					3	3

SHEL144A	British Romantic Literature	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. It aims at acquainting the students with the romantic period and some of its representative writers.
2. To provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
3. To understand the difference between reason and imagination, literature and revolution.
4. To understand the concept of nature as stated by the romantic poets in literature.
5. 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

Catalog 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

15 lecture hours
UNIT I

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"

15 lecture hours

UNIT II

John Keats: "Ode to Grecian Urn"

Percy Bysshe Shelley: "Ode to the West Wind"

John Byron: "She Walks in Beauty"

15 lecture hours

UNIT III

Charles Lamb: *The South-Sea House*, *Dream-Children: A Reverie*

William Hazlitt: *Public Opinion*

15 lecture hours

UNIT IV

Jane Austen: *Pride & Prejudice*

Reference Books/Materials

1. Austen, Jane. *Pride and Prejudice*. Wordsworth Classics, 1999.
2. Coleridge, Samuel Taylor. *Biographia Literaria*, 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	
	Course Outcomes (COs)	**Mapped Program Outcomes**
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	To acquire a sense of social	To foster scientific temper, creative	To provide the students opportunities	To develop ability for advanced	To acquire the capability to work	To develop awareness about the	To understand the scope of the	To be competent in language and	To be able to use digital sources to	To develop competence in the	To appreciate different literary texts	To gain an understanding of the social	To be able to critically analyze and
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO3	PSO 4
SHEL 144 A	British Romantic Literature	2				3		3	1				3	3	

1=weakly mapped

2= moderately mapped

3=strongly map

SHEL242A	Popular Literature	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				

Co-requisites	--

Course Objectives

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

Catalog Description

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

Course Content

10 lecture Hours

UNIT I

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.*

15 lecture Hours

UNIT II

Michael Crichton: *Jurassic Park* (1991)

10 lecture Hours

UNIT III

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

15 lecture Hours

UNIT IV

Elizabeth Gilbert: *Eat Pray Love*

Reference Books/Materials

Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby. Bowling Green

   University Press,1975.

Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*,

   vol. 45., 1978.

Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri

Lankan Literature' in *Post-Independence Voices in South Asian Writings*. Doaba

Publications, 2001.

Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances?: Visual Practices and*

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

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	**PO4,PSO6**

	given text in developing a written or oral project.	
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 To develop a comprehensive	PO2 To acquire a sense of social	PO3 Foster scientific temper, creative	PO4 Provide the students opportunities in	PO5 Develop ability for advanced critical	PO6 Acquire the capability to work	PO7 Develop awareness about the	PO8 Understand the scope of the	PO9 Competency in language and	PO10 Ability to use digital sources to aid	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the social	PSO4 To be able to critically analyze and	PSO5 To be able to recognize and	PO6 To apply their knowledge and skills to
SHEL242A	Popular Literature				3	3			3				3	3			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills -III	3				3
Pre-requisites/Exposure						

(L – Lecture   T – Tutorial   P – Practical   S – Studio   C – Credits)

COURSE OBJECTIVES:

- To develop goal-setting and planning Skills to achieve academic and personal objective
- To improve research and information literacy skills to gather and evaluate credible sources
- To develop networking skills to build connection with mentors and professionals in chosen field.
- To develop leadership qualities to take initiative inspire others and contribute positively.
- To have a standard resume and social media profile to navigate resources platforms and tools effectively.

Course Outcomes (COs)

On completion of the course learner should be able to: -

CO1 Seek opportunities to exploit and further develop their knowledge.

CO2 Exercise professional knowledge and encourage in development of speaking skills.

CO3 Develop different value systems and moral dimensions in taking decisions.

CO4 Collaborate and lead colleagues, using a range of practical, facilitative, communication and networking skills to influence practice and policy in diverse environments.

CO5 Exhibit competence in technological utilization and application

Catalogue Description:

This course aims to equip individuals with the essential abilities to effectively communicate in various professional contexts. Ethical communication practices, critical thinking, adaptability, professionalism, and a commitment to self-reflection and growth are other outcomes of the

program. Overall, a Communication Skills program empowers individuals with the skills necessary for success in various professional environments.

UNIT WISE DETAILS

Unit 1: **Financial Literacy**

Understanding Money Budgeting and Saving, Investing and Wealth Management Retirement Plan

Unit 2: **Emotional Intelligence**

Understanding and managing emotions, Empathy and social awareness, Building and maintaining positive relationships, Conflict resolution and negotiation skills

Unit 3: **Introduction to Time Management**

Understanding the importance of time management, Exploring common time management challenges, Benefits of effective time management

Unit 4: **Digital Literacy and Online Etiquette**

Navigating the digital world safely and responsibly, Understanding online privacy and security, Developing good online etiquette and building a positive digital presence, CV/ Resume, GDPI, Online Profile Building.

Text Book and References:

1. O'Hanlon,bill, (2012) The change your life book
2. Gladwell Malcom, (2021), Talking to strangers
3. Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
Weightage (%)	10	10	20	10	50

Program Mapping – PO to CO's
New Age Life skills – III

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PEO1	PEO2	PEO3	PEO4	PEO5
CO 1				2																	
CO 2									3												
CO 3																					
CO 4					2													2			
CO 5								2								3			3		

SHEL282A	Popular Literature- Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Apply the fundamentals of the theories of this genre in formulating a research problem.
2. 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

Catalog 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

02 Lecture Hours

Practical I

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.

02 Lecture Hours

Practical II

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.

03   Lecture Hours

Practical III

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.

03 Lecture Hours

Practical IV

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

Reference Books/Materials

Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri

Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor

J. Ramraj, eds., *Post-Independence Voices in South Asian Writings* (Delhi: Doaba

Publications, 2001) pp. 51–65.

Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and*

Ideologies in Modern India (Sage: Delhi, 2003) pp. xiii–xxix.

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture:*

American Popular Culture and Europe, ed. C.W.E. Bigsby (Ohio: Bowling Green

University Press, 1975) pp. 29–38.

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,

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	To develop a comprehensive PO 1	To acquire a sense of social PO 2	To foster scientific temper, creative PO 3	To provide the students opportunities PO 4	To develop ability for advanced PO 5	To acquire the capability to work PO 6	To develop awareness about the PO 7	To understand the scope of the PO 8	To be competent in language and PO 9	To be able to use digital sources to PO 10	To develop competence in the PSO1	To appreciate different literary texts PSO2	To gain an understanding of the social PSO3	To be able to recognize and PSO5
SHEL282A	Popular Literature-Practical	3				3							2	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

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

1. Analyse specific characteristics of British literature in 17th and 18th centuries.

2. Analyse social, historical, literary and cultural elements of the changes in British literature.

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

4. 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.

Catalog 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

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10 Lecture Hours

UNIT I:

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.

15 Lecture Hours

UNIT II:

Aphra Behn: *The Rover*

10 Lecture Hours

UNIT III:

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

15 Lecture Hours

UNIT IV:

Alexander Pope: "The Rape of the Lock"

Reference Books/Materials:

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.

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

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

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

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 17th and 18th 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 To develop a comprehensive	PO2 To acquire a sense of social	PO3 Foster scientific temper, creative	PO4 Provide the students opportunities in	PO5 Develop ability for advanced critical	PO6 Acquire the capability to work	PO7 Develop awareness about the	PO8 Understand the scope of the	PO9 Competency in language and	PO10 Ability to use digital sources to aid	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the social	PSO4 To be able to critically analyze and	PSO5 To be able to recognize and	PO6 To apply their knowledge and skills to
SHEL244A	British Poetry & Drama: 17th to 18th Centuries		3			3			3				3	3			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHEL284A	British Poetry and Drama: 17th & 18th Centuries- Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Apply the fundamentals of the theories of this genre in formulating a research problem.
2. 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

Catalog 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

<div style="text-align:center">**02 Lecture Hours**</div>

Practical I: 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.

<div style="text-align:center">**02 Lecture Hours**</div>

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

<div style="text-align:center">**03 Lecture Hours**</div>

Practical III: 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.

<div style="text-align:center">**03 Lecture Hours**</div>

Practical IV:

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 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	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 To develop a comprehensive understanding of the theories and	PO2 To acquire a sense of social responsibility and service to the	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	PO6 To acquire the capability to work independently, as well as a member	PO7 To develop awareness about the existing social and cultural	PO8 To understand the scope of the discipline and be motivated to pursue	PO9 To be competent in language and communication skills for interacting	PO10 To be able to use digital sources to aid and augment their scholastic	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	PSO5 To be able to recognize and
SHEL 284A	British Poetry and Drama: 17th & 18th Centuries-Practical	3				3						2	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives

1. Awareness about the contemporary society
2. Recognizing and understanding the issue of gender identity
3. Gaining critical insights about the women empowerment
4. 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,

SHEL247A	Contemporary India: Women & Empowerment	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

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

Catalog Description

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

Course Content

15 lecture hours

UNIT I

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

15 lecture hours

UNIT II

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

15 lecture hours

UNIT III

Women and Law; Women and the Indian Constitution; Personal Laws (Customary practices on inheritance and Marriage)

(Supplemented by workshop on legal awareness)

15 lecture hours

UNIT IV

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

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)

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

Cour se Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PO 6
		To develop a comprehensive	To acquire a sense of social	Foster scientific temper, creative	Provide the students opportunities in	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the	Understand the scope of the	Competency in language and	Ability to use digital sources to aid	To develop competence in the	To appreciate different literary texts	To gain an understanding of the social	To be able to critically analyze and	To be able to recognize and	To apply their knowledge and skills to
SHE EL247 A	Conte mpora ry India: Wome n & Empo werme nt		3			3		3					3	3			3

SHFEL346A **Literary Criticism** L T P C

1=weakly mapped

2= moderately mapped

3=strongly mapped

Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods

2. To understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g.., difference between literary criticism and literary theory)

3. To grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory

4. 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)

5. To identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts

6. 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

5: 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

Catalog 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

15 Lecture Hours

Unit I

Introduction to Literary Criticism – History & Development from Plato to modern critics of 20th century.

15 Lecture Hours

Unit II

Plato: Theory of Mimesis, Criticism of Poetry in *Republic, Book X*

Aristotle: Definition of Tragedy, Tragic Hero, Catharsis, Plot & Setting in *Poetics*.

15 Lecture Hours

Unit III

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

15 Lecture Hours

Unit IV

T.S. Eliot: The Theory of Impersonal Poetry from *Tradition and Individual Talent*

I.A. Richards and Practical Criticism

Suggested Readings

A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.

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

York: Routledge, 2000.

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

Manchester: Manchester University Press, 1984.

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

University Press of Kentucky, 1993.

S.K. Dey, History of Poetics. New Delhi: MLBS, 1960.

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	**PO5,PSO4**

	literary/critical methods.	
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	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	Acquire the capability to work independently, as well as a member	Develop awareness about the existing social and cultural	Understand the scope of the discipline and be motivated to pursue	Competency in language and communication skills for interacting	Ability to use digital sources to aid and augment their scholastic	To develop competence in the structure, levels and discourse	To appreciate different literary texts with respect to its genre and history	To be able to critically analyze and apply literary theories with respect to	To apply their knowledge and skills to a wide range of industries and
		PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO4	PSO6
SHEL 346A	Literary Criticism	3		3			3				3		2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER V

Course Objectives
1. Awareness about the discipline of Linguistics.
2. Recognizing and understanding the analysis of linguistic structures.
3. Gaining critical insights about the linguistic identities, language development and acquisition, social and educational policies.
4. 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.

Catalogue Description

SHEL248A	Language and Linguistics	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

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

10 lecture hours

UNIT I

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

20 lecture hours

UNIT II

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

10 lecture hours
UNIT III

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

20 lecture hours

UNIT IV

Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics

Reference Books/Materials
Akmajian, A., R. A. Demers and R, M Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.

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

De Saussure, Ferdinand. *Course in General Linguistics*. McGraw Hill, 1966.

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	To develop a comprehensive PO1	To acquire a sense of social PO2	Foster scientific temper, creative PO3	Provide the students opportunities in PO4	Develop ability for advanced critical PO5	Acquire the capability to work PO6	Develop awareness about the PO7	Understand the scope of the PO8	Competency in language and PO9	Ability to use digital sources to aid PO10	To develop competence in the PSO1	To appreciate different literary texts PSO2	To gain an understanding of the social PSO3	To be able to critically analyze and PSO4	To be able to recognize and PSO5	To apply their knowledge and skills to PO6
SHEL248A	Language and Linguistics	3			3						3	3				3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives

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

1. To have a historical overview of major literary theorists, particularly of the 20th century
2. To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
3. To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
4. To historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
5. To identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts

SHEL243A	American Literature	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

6. To apply various theoretical frameworks and concepts to literary and cultural texts.
7. To evaluate and analyse strengths and limitations of theoretical frameworks and arguments
8. 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 analyze literary works of eminent American writers.

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

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

Catalog 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

10 lecture hours
Unit I: Introduction

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

Ralph Waldo Emerson: Excerpts from *The American Scholar*

15 lecture hours

Unit II: Poetry

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"

10 lecture hours

Unit III: Play

Introduction to American Drama, its characteristics and features

Edward Albee: *Who is Afraid of Virginia Woolf?*

15 lecture hours

Unit IV: Novel

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms*

Reference Books/Materials

Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.

McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.

Palwekar, S.D., *Literature and Environment: A Select Study of British, American and Indian*

Spiller, Robert. *Literary History of the United States*. Amerind Publishing,1972.

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 analyze literary works of eminent American writers.	**PO5, PSO3**
CO5	Students will examine the roots of American literature by focusing on a variety texts and by reading multiple genres—	**PO5,PSO2**

	Poetry, Drama and Novel	
CO6	Analyze the evolution of genres like poetry and drama in American literature	**PO7,PSO2**

Course Code	Course Title	Comprehensive understanding of the	Acquire a sense of social responsibility	Foster scientific temper, creative ability	Provide the students opportunities in	Develop ability for advanced critical	Acquire the capability to work	Develop awareness about the existing	Understand the scope of the discipline	Competency in language and	Ability to use digital sources to aid and	To develop competence in the structure,	To appreciate different literary texts	To gain an understanding of the social
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
SHEL2 43A	Ameri can Litera					2		3	3				3	3

ture													

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives

SHEL283A	**American Literature- Practical**	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

1. 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

CO3 Express concepts through assignments

CO4 Implement critical thinking components while analyzing texts

Catalog 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

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02 Lecture Hours

Practical I:

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

02 Lecture Hours

Practical II:

Character analysis: Types of characters in a play: Central Charcters, 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]

03 Lecture Hours

Practical III:

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]

03 Lecture Hours

Practical IV:

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 analyzing texts.	PO5, PSO5

Course Code	Course Title	To develop a comprehensive understanding of the theories and PO1	Provide the students opportunities in terms of employment and research PO4	Develop ability for advanced critical thinking and ability to formulate PO5	Acquire the capability to work independently, as well as a member PO6	Develop awareness about the existing social and cultural PO7	Understand the scope of the discipline and be motivated to pursue PO8	Competency in language and communication skills for interacting PO9	Ability to use digital sources to aid and augment their scholastic PO10	To develop competence in the structure, levels and discourse PSO1	To appreciate different literary texts with respect to its genre and history PSO2	To gain an understanding of the social and cultural connotations associated PSO3	To be able to critically analyze and apply literary theories with respect to PSO4	To be able to recognize and PSO5
HEL283	American Literature-Practical	3		3							2	2		3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHEL143A	British Literature: 18th Century	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. 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.
2. To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
3. To recognize and analyze 18th-century British literature within broader literary contexts.
4. 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 18th 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.

Catalog 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

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15 lecture hours

UNIT I

Introduction:- The Enlightenment and Neoclassicism; Restoration Comedy; The Country and the City; The Novel and the Periodical Press; Prose

15 lecture hours

UNIT II

Daniel Defoe: *Moll Flanders*

15 lecture hours

UNIT III

Dryden: "Mac Flecknoe"

Thomas Gray: *"Elegy Written in a Country Churchyard"*

Robert Burns : "A Red Red Rose"

15 lecture hours

UNIT IV

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 analyze 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 To develop a comprehensive	PO2 To acquire a sense of social	PO3 Foster scientific temper, creative	PO4 Provide the students opportunities in	PO5 Develop ability for advanced critical	PO6 Acquire the capability to work	PO7 Develop awareness about the	PO8 Understand the scope of the	PO9 Competency in language and	PO10 Ability to use digital sources to aid	PSO1 To develop competence in the	PSO2 To appreciate different literary texts	PSO3 To gain an understanding of the social	PSO4 To be able to critically analyze and	PSO5 To be able to recognize and	PO6 To apply their knowledge and skills to
143A	British Literature 18th Century	3			3			3	3				3	3			

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER VI

Course Objectives

1. To introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
2. To enable the students to understand the causes behind the rising of modern European drama.
3. To understand the origin of Absurd drama and major themes of Absurd drama.
4. To understand the concept of heroism in modern European drama.
5. 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

Catalog Description

SHEL343A	**Modern European Drama**	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

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

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10 lecture hours

UNIT I

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

15 lecture hours

UNIT II :

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

15 lecture hours

UNIT III

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

10 lecture hours

UNIT IV

Anton Chekhov: *The Cherry Orchard*

Suggested Readings

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

Ibsen, Henrik. *A Doll's House.* Courier Corporation, 1992.

Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.

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 analyze 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	**PO5,PSO2**

	the turn of the twentieth century.	
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	Comprehensive understanding of the theories and practical applications of	Acquire a sense of social responsibility and service to the	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	Acquire the capability to work independently, as well as a member	Develop awareness about the existing social and cultural	Understand the scope of the discipline and be motivated to pursue	Competency in language and communication skills for interacting	Ability to use digital sources to aid and augment their scholastic	
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	P
SHEL343A	Modern European Drama	3				3		2	3			

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHEL383A	Modern European Drama- Practical	L	T	P	C
Version 1.0		0	0	2	1
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. To understand the fundamentals of writing a research paper.
2. 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

Catalog 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

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02 Lecture Hours

Practical I:

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

02 Lecture Hours

Practical II:

Discussion on the relevance of Aristotle's concept of play to the modern play; Deliberations on the characteristics of modern drama

02 Lecture Hours

Practical III:

Discussion on the prominent playwrights and their contributions; Drama – a mirror to the social life

04 Lecture Hours

Practical IV:

Preparation of seminar papers on topics related to modern European drama and their presentations.

Reference Books/Materials

Waiting for Godot (Eng rev): A Tragicomedy in Two Acts, Publisher: Grove Press; 1 edition May 17, 2011

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

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	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO
SHEL383A	Modern European Drama-Practical	3		3							2	2		3

1=weakly mapped

SHEL341A	British Literature:19th Century	L	T	P	C

2= moderately mapped

3=strongly mapped

Version 1.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

1. Awareness about the literary traditions
2. Recognizing and comprehending different writing skills and developing writing skills
3. Exposure to social and cultural texts
4. 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

Catalog Description

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

Course Content

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10 lecture hours
UNIT-I

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*

15 lecture hours

UNIT-II

Charlotte Bronte: *Jane Eyre*

15 lecture hours
UNIT-III

Charles Dickens: *Hard Times*

10 lecture hours

UNIT-IV

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

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

Christina Rossetti: '*The Goblin Market*'

Text book [TB]:

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	PS
		Comprehensive understanding of the theories and practical applications of	Acquire a sense of social responsibility and service to the	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	Acquire the capability to work independently, as well as a member	Develop awareness about the existing social and cultural	Understand the scope of the discipline and be motivated to pursue	Competency in language and communication skills for interacting	Ability to use digital sources to aid and augment their scholastic	To develop competence in the structure, levels and discourse	To appreciate different literary texts with respect to its genre and history	To gain an understanding of the social

EL341A	British Literature-19th Century	3				2		3	2				3	3

SHEL344A	British Literature: 20th Century	L	T	P	C
Version 2.0		4	0	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER VI

Course Objectives

1. To familiarize the students with the new literature of Britain in the early decades of 20th century

2. To enable the students to know about the modernist canon founded on Ezra Pound's idea of 'make it knew'

3. To understand the historical background including the socio political changes in 20th century

4. 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

Catalog 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

15 Lecture Hours

UNIT I

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.

15 Lecture Hours

UNIT II

Joseph Conrad: *Heart of Darkness*

15 Lecture Hours

UNIT III

Virginia Woolf: *Mrs. Dalloway*

15 Lecture Hours

UNIT IV

T.S. Eliot: "The Love Song of J. Alfred Prufrock"

W.B.Yeats: "The Second Coming"

Reference Books/Materials

Conrad, Joseph. *Heart of Darkness and Other Tales*, Edited by Cedric Watts, Oxford University Press, 2008.

Lawrence, D.H, *Sons and Lovers*, Edited with an introduction and notes by David Trotter; 2009.

Woolf, Virginia. *Mrs. Dalloway*. Oxford World's Classics; 2008

Eliot, T.S.. *POEMS*. New York Alfred A. Knopf 1920

Joseph Conrad's Heart of Darkness (English), Mohit K. Ray, The Atlantic Critical Studies, 2006

Lawrence: Sons and Lovers, J P Stern, Michael Black M.D., D H Lawrence, Lawrence, Stern, Black, Cambridge University Press, 1992.

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 20thcentury 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 20th 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	Foster scientific temper, creative... (PO3)	Provide the students opportunities in... (PO4)	Develop ability for advanced critical... (PO5)	Acquire the capability to work... (PO6)	Develop awareness about the... (PO7)	Understand the scope of the... (PO8)	Competency in language and... (PO9)	Ability to use digital sources to aid... (PO10)	To develop competence in the... (PSO1)	To appreciate different literary texts... (PSO2)	To gain an understanding of the social... (PSO3)	To be able to critically analyze and... (PSO4)	To apply their knowledge and skills to... (PSO6)
SHEL 344 A	British Literature: 20th Century	2		3			3				3	2		3

1=weakly mapped

2= moderately mapped

3=strongly mapped