



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF LIBERAL ARTS

(SOLA)

Programme Handbook

(Programme Study and Evaluation Scheme)

Bachelor of Arts (Honours) in English

Programme Code: 18

Academic Year-2025-28

THREE YEAR UNDERGRADUATE PROGRAMME

**Approved in the 38th Meeting of Academic Council Held
on 28 June 2025**

PREFACE

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning. The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts. We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

In recognition of the evolving landscape of higher education and the dynamic needs of our students and society, our institution has a long-standing commitment to academic excellence and the holistic development of our students. In pursuit of this commitment, we recognize the pressing need to offer an extended undergraduate program that goes beyond the conventional three-year model, providing students with a more profound and comprehensive education in the field of Economics. In line with the National Education Policy 2020's vision of implementing a curriculum for undergraduate programme emphasis on core content, skills, values, and the enhancement of abilities. The ultimate objective of this syllabus is to equip students with an in-depth understanding of the subject, thereby expanding their employment opportunities at all stages of their academic journey. We recognize that education is a lifelong journey therefore, the four-year undergraduate program is designed not only to prepare our students for immediate career success but also to instill in them a passion for continuous learning, adaptability, and resilience in the face of ever-evolving global challenges. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and evaluation methods. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey.

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University Vision and Mission

Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

Mission

- Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
- Instilling notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
- Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries, and professional bodies.
- Enhance leadership qualities among the youth understanding ethical values and environmental realities

About the School:

The **School of Liberal Arts** at **K.R. Mangalam University** is dedicated to providing an interdisciplinary and intellectually enriching academic environment that encourages students to explore the complexities of human values, cultures, societies, and ideas. Rooted in the philosophy of liberal education, the school fosters critical thinking, creativity, ethical reasoning, and cultural literacy—skills essential for thriving in an increasingly interconnected and dynamic world.

The school offers a diverse range of undergraduate and postgraduate programs in disciplines such as **Literature, Psychology, History, and Economics, Liberal Arts**. These programs are thoughtfully designed to stimulate inquiry, reflection, and the development of critical perspectives among students. By encouraging engagement with both classical texts and contemporary issues, the curriculum nurtures an informed and analytical mindset.

At the core of our pedagogy lies an emphasis on **experiential learning, research-driven dialogue, interdisciplinary inquiry**, and exposure to **global perspectives**. Students are encouraged to question, critique, and contribute to discussions on pressing social, cultural, and economic matters through seminars, projects, community engagement, and fieldwork.

With access to **renowned faculty, modern academic resources, and a commitment to holistic student development**, the School of Liberal Arts seeks to nurture responsible, empathetic, and socially conscious individuals. Our graduates are not only equipped with academic excellence but are also empowered to become impactful contributors to

society—whether in academia, public service, policymaking, journalism, international organizations, or creative industries. The school remains committed to the vision of **National Education Policy (NEP) 2020**, offering a multidisciplinary and flexible learning pathway that aligns personal growth with societal transformation.

School Vision and Mission

Vision

To attain international recognition as a high-quality multidisciplinary learning that nurtures ethical, reflective and socially engaged individuals capable of addressing complex global challenges.

Mission

- To foster a learner-centric and multidisciplinary environment that integrates humanities, social sciences and creative disciplines to develop well-rounded individuals.
- To instil innovative pedagogies and diverse course pathways that promote intellectual curiosity, civic engagement and lifelong learning.
- To advance ethical reasoning, cultural awareness and a global perspective through a dynamic and inclusive curriculum.
- To cultivate experiential and applied learning that empowers students to engage with real-world challenges through innovation, collaboration and sustained academic growth.
- To provide opportunities for holistic development through research engagement, creative practices, internships and community-based learning for impactful societal contribution.

About the Programme: Bachelor of Arts (Honours) in English

Introduction: The English Programme is committed to producing leaders for the 21st century who will push the boundaries of what is deemed possible and enlarge the visions of a just society through their work. Our undergraduate programs in English are premised on building critical faculties and fostering independent thinking. Our three-year undergraduate program provides a holistic education in English Literature and World Literatures. There are ample opportunities for students to take up summer internships to gain industry experience. The programs are student-centric, and faculty encourage students to think critically, be analytical, and ask questions to develop an independent mindset.

Nature of the Programme: B.A. (Hons.) English is a three-year undergraduate degree that combines the study of English with specialized research training. It emphasizes the in-depth

exploration of English Literature, World Literatures, Literary Theory and Criticism and research methodologies to develop critical thinking, analytical skills, and a deeper understanding of English Literature. The program is student-centric, and faculty encourage students to think critically, be analytical, and ask questions to develop an independent mindset. They help in fostering not just a career but also personal growth of the individual self.

Through a balanced mix of academic learning, research projects, and hands-on experience, the programmes also emphasize the importance of interdisciplinary approaches, encouraging students to draw connections between English studies and other fields such as history, philosophy, and cultural studies. Through collaborative projects, workshops, and discussions, students enhance their ability to communicate ideas effectively and engage critically with diverse viewpoints. The inclusion of research opportunities, particularly in the Hons. With Research track, allows for a personalized academic journey where students can explore specific interests in depth, fostering independence and innovation. This comprehensive nature of the program not only equips graduates with a robust understanding of English literature and language but also empowers them to navigate the complexities of contemporary society with confidence and creativity.

Definitions

➤ Programme Outcomes (POs)

Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme.

➤ Programme Specific Outcomes (PSOs)

Programme Specific Outcomes are statements about the various levels of knowledge specific to the given program which the student would be acquiring during the program.

➤ Programme Educational Objectives (PEOs)

Programme Educational Objectives of a degree Programme are the statements that describe the expected achievements of graduates in their career, and what the graduates are expected to perform and achieve during the first few years after graduation.

➤ Credit

Credit refers to a unit of contact hours / tutorial hours per week or 02 hours of lab/practical work per week.

Programme Educational Objectives (PEO)

PEO1: Pursuing a career as a successful professional in the field of English and engaged in entrepreneurship.

PEO2: Professionally sound and working at leadership positions

PEO3: Using universal values and adhere to the highest level of professional ethics.

PEO4: Become a responsible citizen contributing to societal development and nation-building.

Programme Outcomes (PO)

PO1: Problem-solving skills: To equip the students with advanced problem-solving abilities.

PO2: Critical thinking: Apply critical thinking ability to assess information from multiple perspectives.

PO3: Creativity: Able to generate new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: Communication and soft skills: Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: Environmental Sensitivity: Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: Team Building and Leadership: Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting.

PO7: Entrepreneurship: Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: Technological advancement: Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: Cross-cultural adaptability: Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

Programme Specific Outcomes (PSO)

PSO 1: Understanding the literary texts, and theoretical frameworks using critical approaches, using historical and cultural perspectives to explain literary meanings.

PSO 2: Applying theoretical frameworks such as structuralism, postcolonialism, and feminism to critique and interpret literary works in diverse contexts.

PSO 3: Analysing the linguistic and stylistic features of literary texts, identifying rhetorical devices, narrative techniques, and genre conventions.

PSO 4: Evaluating literary criticism and research studies, critically assessing the validity of interpretations and arguments presented by scholars.

PSO 5: Creating innovative research projects, including proposals, theses, or articles, that contribute new perspectives to the study of English literature and culture.

Career Avenues: Students pursuing B.A. (Honours) in English will have following career opportunities

- **Education:** Many graduates become teachers or lecturers, sharing their passion for literature and language with future generations.
- **Publishing:** Opportunities in editing, literary agenting, and book production allow graduates to work closely with written content, shaping narratives and ideas.
- **Journalism:** Students can pursue careers in reporting, editing, or content creation, where strong writing skills and an understanding of language are essential.
- **Public Relations and Communications:** Graduates often find roles in PR agencies or corporate communications, crafting messages and managing public perception for organizations.
- **Creative Writing:** Those with a flair for storytelling may pursue careers as authors, screenwriters, or content creators across various media.
- **Research and Academia:** For those interested in further study, opportunities in research, including pursuing a master's or doctoral degree, can lead to academic positions or specialized research roles.
- **Cultural and Arts Organizations:** Graduates may work in museums, galleries, or cultural institutions, contributing to programming, outreach, or curatorial projects.

Duration

Name of the Programme	Duration
Bachelor of Arts (Hons.) in English	3 YEARS (6 Semesters)

Student's Structured Learning Experience from Entry to Exit in the Programme

➤ Education Philosophy and Purpose:

Learn to Earn a Living:

At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

Learn to Live:

The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

➤ **University Education Objective: Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy**

By targeting all levels of Bloom's Taxonomy—remembering, understanding, applying, analysing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

➤ **Importance of Structured Learning Experiences**

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

- **Inside classroom** (Lectures and Interactive Discussions, Case studies analysis, Data analysis, research paper discussions, Debates)
- **Outside Classroom** (workshops, seminars, industrial visits, surveys, Community Engagement and Service Learning, field trips etc.)

➤ **Educational Planning and Execution What, when & how learning will happen**

What:

Students enrolled in the FYUP in English will engage in a comprehensive curriculum that combines a major focus on Literature with a diverse selection of minor courses, including Data Science, Human Resource Management, Psychology, Education, Media Studies, and Foreign Trade. In addition, skill enhancement courses such as Microsoft Excel, Digital Marketing, and Entrepreneurship are offered to strengthen students' technical competencies. Furthermore, soft skills and life skills development will be supported through ability enhancement and value-added courses, ensuring a well-rounded educational experience.

When:

- 1. Course Planning:** - Define the assessment types and schedule at the start of the semester, tailored to the course requirements.
- 2. Communication:** - Transparently communicate the detailed assessment plan to students, including evaluation rubrics and submission guidelines.
- 3. Mid-Semester Examination:** - Engage with students to receive feedback on the assessment methods and adjust strategies as needed based on their input.
- 4. Continuous Assessment:** Students are evaluated through a variety of methods to ensure a holistic learning experience. Projects (individual or group) focus on research, analysis, and practical application of concepts. Quizzes offer regular checks on understanding, while assignments and essays assess critical thinking and problem-solving skills. Presentations evaluate communication and knowledge-sharing abilities, and participation gauges engagement in class activities. Lastly, case studies test the application of theoretical knowledge to real-world situations.
- 4. End-of-Course Evaluation:** - Evaluate the effectiveness of the assessment methods using student feedback and performance data to refine future assessments.

How: Learning will occur both inside and outside the classroom, utilizing diverse teaching-learning methodologies to enhance engagement and understanding. In the classroom, lectures will be used to introduce theoretical concepts, while case studies will offer practical insights and applications. Hands-on projects and collaborative activities will encourage students to work in teams, fostering problem-solving and critical thinking skills.

Innovative approaches such as **blended learning** and **flipped classrooms** will be integrated. Blended learning combines online and in-person sessions, allowing flexibility and self-paced study, while flipped classrooms reverse the traditional model by having students review materials before class, using class time for discussion and practical exercises.

Experiential learning models, such as fieldwork, simulations, and community-based projects, will be employed to connect classroom theory with real-world experience, catering to diverse learning styles and deepening the understanding of the subject matter. This holistic approach ensures that students not only grasp theoretical knowledge but also develop practical skills for their future professional and personal lives.

➤ **Course Registration and Scheduling**

- **Course Selection:** – Every student must register at the beginning of each semester for the courses offered in the given semester. Core courses are registered centrally for the students. However, for other multidisciplinary courses (Generic Elective, DSE, VAC, MOOC) the students must register by themselves through ERP.
- **Internships/Projects/Dissertations/Apprenticeships:** Students need to do summer internship after second which carries 2 credits each, duration being 4-6 weeks per internship, during the summer breaks. The same will be evaluated in the upcoming odd semester.
- **Co-Curricular Activities Credit Choices:**

Participation in Co/ Extracurricular activities is part of outside classroom learning.

Students must earn 2 credits from co/ extracurricular activities. One credit from participation in co-curricular activities like Club/Society activities and another credit from Community Service (1 credit each) through participation in NSS/ Redcross activities or NGOs that contribute to their personal development, leadership skills, and community engagement.

- Under the category of Club/Society, 1 credit can be earned by registration in one of the Club/Societies of university and active participation in the events organized by the club/society OR
- 15 hours of active engagement in any of the recreational/sports activities

Under the category of Community Service, 1 credit can be earned by

- 15 hours active engagement in community service through NGO/NSS/Redcross or any other society approved/ empanelled by the university

At the end of the semester, students are required to submit a log of hours, a report, and a certificate of participation/ completion summarizing their activities followed by a presentation.

- **Academic Support Services:** School of Humanities provides academic support to ensure students achieve their academic and professional goals. This support system includes:

Mentoring and Guidance: Faculty members provide personalized academic mentorship to guide students in their coursework, project work, and career aspirations. Regular one-on-one meetings help students navigate academic challenges and plan their future pathways.

Tutorials and Workshops: Supplementary tutorials and skill-based workshops are conducted to reinforce conceptual understanding. These sessions focus on key areas such as quantitative techniques, econometrics, and economic theory, ensuring students grasp core concepts with clarity.

Peer Learning and Discussion Groups: Collaborative learning is encouraged through peer study groups and discussion forums, enabling students to engage in critical analysis and share insights on complex topics. These initiatives foster a deeper understanding of economic theories and their practical applications.

Access to Learning Resources: The program offers access to a rich repository of academic resources, including textbooks, research journals, and digital platforms. These are provided to support independent learning and research through LMS Moodle

Focus on Research Methodology and Data Analysis: Faculties also make the students involve in research methodology, data analysis, and the use of statistical tools help students develop essential research skills, preparing them for advanced academic work and industry roles.

Soft Skills and Career Development: To complement academic knowledge, students receive training in soft skills, communication, and professional development. Workshops on CV building, interview preparation, and entrepreneurship help bridge the gap between academics and industry readiness are provided in collaboration with career development centre (CDC).

Continuous Evaluation and Feedback: Regular assessments, feedback sessions, and mock exams are integrated into the curriculum to ensure students are continually progressing and improving in their academic journey.

➤ **Differential Learners: Identification, remedial strategy & reassessment:**

Identification: To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. If a student's performance in internal assessments falls below or equal to 55%, they are categorized as slow learners. Conversely, if a student's performance score in internal assessments is greater than or equal to 80%, they are identified as advanced learners. Such students are encouraged to participate in advanced learning activities. Through periodic evaluations and the utilization of modern management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.

Remedial Strategies: For slow learners, the university offers a range of remedial measures designed to provide tailored assistance and foster academic progress. From specialised tutorials and remedial classes to access to digital resources and peer-led support initiatives, faculty members leave no stone unturned in ensuring that every student receives the attention and resources they need to succeed.

Advanced learners, on the other hand, benefit from enriched learning experiences and opportunities for academic acceleration. Many advanced learners work alongside faculty members on joint projects and product and prototype design. They are also

encouraged to participate in national and international conferences to present research papers.

- **On-line Learning Support System:** Faculties integrates LMS and digital collaboration tools to facilitate communication, content delivery, assessment, and feedback between students and instructors. faculty members to incorporate multimedia presentations, interactive simulations, online quizzes, and virtual labs into their teaching methods to enhance engagement and learning outcomes.

➤ **Student Career & personal Support Services**

- **Mentor-Mentee: Process, Scheduling & Recording Meetings & Observations**

Mentor-Mentee program serves as a vital bridge between faculty and students, offering crucial emotional and instrumental support, guidance, and encouragement. By facilitating mentorship relationships, the university aims to enhance students' academic success, personal development, and career exploration. Both mentors and mentees have specific responsibilities within the program. Mentors are tasked with introducing the mentor-mentee system, holding regular group meetings, monitoring academic progress, advising on career development, maintaining contact even post-graduation, and ensuring adherence to university instructions. On the other hand, mentees are expected to define their goals, be proactive in initiating meetings, maintain open communication, practice active listening, seek advice, and remain open-minded to new perspectives. The implementation procedure of the Mentor-Mentee Program involves organizing students into groups, assigning each group a mentor, and mentors maintaining diaries containing essential student information. Mentor-mentee meetings are scheduled regularly to encourage activities fostering a comfortable relationship. Reports on these interactions are compiled and forwarded to respective deans for further consideration. By providing a structured framework for mentorship, we aim to empower students academically, professionally, and personally, thereby equipping them with the tools necessary for success both during their university years and beyond.

- **Counselling and Wellness Services**

Counseling and Mental Wellness Center, (WeDost) at KR Mangalam University in Sohna, Gurgaon, is committed to providing comprehensive mental health support to students, and staff. Our mission is to foster a nurturing and inclusive environment that promotes emotional well-being, personal growth, and academic success. The Counselling & Mental Wellbeing Centre aims to provide quality mental health care and support to students and staff, helping them address personal, educational, and psychological challenges. It focuses on enhancing coping skills, self-esteem, and awareness of individual potential while offering guidance for academic, vocational, and life choices.

Services Offered: The Counselling Cell will offer a range of services including, but not limited to:

1. **Individual Counselling:** Students and staff members can schedule private sessions with counsellors to discuss personal, academic, or emotional concerns.
2. **Group Counselling:** Small group sessions will provide students and staff members with a platform to connect with peers facing similar challenges, fostering a sense of community and shared support.
3. **Workshops and Seminars:** The Counselling Cell will organize workshops and seminars on topics such as stress management, time management, study skills, building resilience etc.
4. **Crisis Intervention:** Trained counsellors will be available to address urgent and critical situations that may arise.

EMAIL ID: counseling@krmangalam.edu.in

VENUE: Counselling Cell, Ground Floor, A Block, K.R. Mangalam University.

- **Career Services and Training**

Career Development Centre at K.R. Mangalam University is a dedicated centre to provide students with placement assistance, career guidance and training. The CDC acts as a link between the students and the industry. We make sure that each student receives the proper exposure and training through interactive sessions, workshops, industrial visits, mock interviews, live projects, etc. with top practitioners that prepares them for the industry. The students can better align themselves with their chosen sector and the academic environment thanks to these interactions and the insights and lessons they learn from them.

Support Provided by CDC:

- Internship opportunities to the students
- Placement Opportunities to the students
- Career Counseling & Guidance
- Conducting Seminars and Workshops with top Companies
- Training and Development of the students
- Providing PBL (Project Based learnings)
- Corporate connects

Contact: enquiry.placement@krmangalam.edu.in

➤ **Assessment and Evaluation**

Grading System

1. Every 'Academic Year' is divided into two semesters - Odd semester and Even Semester.
2. The medium of instruction is English.
3. **GRADING SYSTEM:** Based on the performance in all evaluation components of a Course, each student is awarded a grade in the Course(s) registered, at the end of the semester. The total marks obtained by a student in the Course are converted to a corresponding letter grade. The 'Letter Grade' and its 'Grade Points' indicate the student's performance in a Course.

Grading System

Marks Range (%)	Letter Grade	Grade Points	Description of the Grade
%marks > 90%	O	10.0	Outstanding
80 < %marks ≤ 90	A+	9.0	Excellent
70 < %marks ≤ 80	A	8.0	Very Good
60 < %marks ≤ 70	B+	7.0	Good
55 < %marks ≤ 60	B	6.0	Above Average
50 < %marks ≤ 55	C	5.5	Average
40 ≤ %marks ≤ 50	P	5.0	Pass
%marks < 40	F	0	Fail
-	AB	0	Absent
%marks ≥ 50	S	-	Satisfactory
%marks < 50	U	-	Unsatisfactory
-	W	0	Withdrawal

4. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum (C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \sum (C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

5. Degree Eligibility: For successful completion of programme, the student should secure a minimum CGPA of 5.0 at the end of final year of the programme.

6. AWARD OF DIVISIONS: Division is awarded on the basis of final CGPA as follows:

First Division With Distinction	CGPA of 8.50 and above
First Division	CGPA of 6.50 or more but less than 8.50
Second Division	CGPA of 5.00 or more but less than 6.50

7. The overall percentage for a semester can be obtained by multiplying SGPA by 10 and overall percentage up to a semester can be obtained by multiplying CGPA by 10.

Feedback and Continuous Improvement Mechanisms: Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if found below desirable level, and intervention strategy is affected in the following semester to make necessary corrections.

Academic Integrity and Ethics

Academic integrity forms the cornerstone of ethical conduct in education. It involves being truthful and accountable for your academic work. This means refraining from plagiarism, accurately citing sources, avoiding cheating or any form of academic dishonesty, and submitting original work. Maintaining academic integrity is essential for preserving your credibility, respecting the contributions of others, and promoting fairness within the academic community.

Objectives:

- Raise awareness about responsible research practices, academic integrity, and preventing plagiarism among students, faculty, researchers, and staff.
- Implement institutional mechanisms through education and training to promote integrity and discourage plagiarism in academic writing.
- Develop systems to detect and prevent plagiarism, with penalties for violations.

Curbing Plagiarism:

- Implement technology-based plagiarism checks for theses, dissertations, and publications at submission.
- Require students to submit an undertaking stating their work is original and checked for plagiarism.
- Supervisors must certify that their students' work is plagiarism-free.
- Soft copies of dissertations will be submitted on INFLIBNET for hosting in the "Shodh Ganga" repository and establish an institutional repository on the university website for research publications.

PROGRAMME STRUCTURE

THREE YEAR BACHELOR OF ARTS (HONOURS) IN ENGLISH PROGRAMME AT A GLANCE

	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Total
Courses	6	7	9	8	6	7	43
Credits	21	20	28	28	26	28	151

K.R.Mangalam University, Sohna Road Gurugram- 122103															
Scheme of Studies B.A. (Hons.) English 2025-28 as Per LOCF															
FIRST YEAR															
FIRST SEMESTER								SECOND SEMESTER							
S. No	Course Category	Course Code	Course Title	L	T	P	C	S. No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-I	SLEL BL101	British Literature Upto 15th Century	3	1	0	4	1	CC-V	SLE LBL 201	British Literature: 16th Century	3	1	0	4
2	CC-II	SLEL IW102	Indian Writing in English	3	1	0	4	2	CC-VI	SLE LEC 202	European Classical Literature	3	1	0	4
3	CC-III	SLEL PL103	Popular Literature	3	1	0	4	3	Generic Elective-I		One course from Selected Generic Elective	3	1	0	4
4	CC-IV	SLEL BR104	British Romantic Literature	3	1	0	4	4	Generic Elective-II		One course from Selected Generic Elective	3	1	0	4
5	VA C-I		Environm ental Studies	2	0	0	2	5	VAC-II		AI and Digital Safety	0	0	4	2
6	SEC -I		Essentials of Microsoft Excel	1	0	4	3	6	SEC-II		Writing for Digital Media	1	0	4	3
								7	Club/ Societies		Club/Societies	0	0	0	1
								8	Project		Podcasting Literary Voices				2
Total Credits							21	Total Credits							20
*Students must complete the summer internship of 4-6 weeks during summer break.															
SECOND YEAR															
THIRD SEMESTER								FOURTH SEMESTER							
S. No	Course Category	Course Code	Course Title	L	T	P	C	S. No	Course Category	Course Code	Course Title	L	T	P	C

1	CC-VII	SLEL BL301	British Literature: 17th Century	3	1	0	4		1	CC-X	SLE LBL 401	British Literature: 18th Century	3	1	0	4	
2	CC-VIII	SLEL WW302	Women's Writing	3	1	0	4		2	CC-XI	SLE LLC 402	Literary Criticism	3	1	0	4	
3	CC-IX	SLEL PL303	Postcolonial Literature	3	1	0	4		3	CC-XII	SLE LLI403	Literature of Indian Diaspora	3	1	0	4	
4	Discipline Specific Elective-I		Choose from the DSE pool of third semester	3	1	0	4		4	Discipline Specific Elective-II		Choose from the DSE pool of fourth semester	3	1	0	4	
5	Generic Elective-III		One course from Selected Generic Elective	3	1	0	4		5	Discipline Specific Elective-III		Choose from the DSE pool of fourth semester	3	1	0	4	
6	SEC-III		Financial Literacy	1	0	2	3		6	Generic Elective-IV		One course from Selected Generic Elective	3	1	0	4	
7	AEC-I		Self Awareness	2	0	0	2		7	AEC-II		Communication Skills	2	0	0	2	
8	SI-I	SLEL IN351	Summer Internship Assessment-I	0	0	0	2		8	Project		Blog Writing and Creation Project				2	
9	Community Service		Community service				1										
Total Credits								28	Total credits								28
THIRD YEAR																	
FIFTH SEMESTER								SIXTH SEMESTER									
S. No	Course Category	Course Code	Course Title	L	T	P	C	S. No	Course Category	Course Code	Course Title	L	T	P	C		

1	CC-XIII	SLEL BL501	British Literature: 19th Century	3	1	0	4		1	CC-XVI	SLE LBL 601	British Literature: 20th Century	3	1	0	4	
2	CC-XIV	SLEL AL502	American Literature	3	1	0	4		2	CC-XVII	SLE LLT 602	Literary Theory	3	1	0	4	
	CC-XV	SLEL DL503	Modern European Drama	3	1	0	4		3	CC-XVIII	SLE LRM 603	Research Methodology	3	1	0	4	
3	Discipline Specific Elective-IV		Choose from the DSE pool of fifth semester	3	1	0	4		4	Discipline Specific Elective-VI		Choose from the DSE pool of sixth semester	3	1	0	4	
4	Discipline Specific Elective-V		Choose from the DSE pool of fifth semester	3	1	0	4		5	Generic Elective-VI		One course from Selected Generic Elective	3	1	0	4	
5	Generic Elective-V		One course from Selected Generic Elective	3	1	0	4		6	AEC-IV		Professional Employability	2	0	0	2	
6	AEC-III		Managing People and Organization	2	0	0	2		7	Research Project	SLE LRP 604	Research Project	1	0	0	6	
Total Credits									26	Total credits							
Bachelor of Arts (Hons.) English after securing the requisite 151 Credits																	
POOL OF DISCIPLINE SPECIFIC ELECTIVES																	
Semester Third								Semester Fourth									
S. No	Category of Course	Course Code	Course Title	L	T	P	C	S. No	Category of Course	Course Code	Course Title	L	T	P	C		

1	Major-Discipline Specific Elective		Dalit Literature	3	1	0	4		1	Major-Discipline Specific Elective		Children's Literature	3	1	0	4
2	Major-Discipline Specific Elective		Indian Writing in English Translation	3	1	0	4		2	Major-Discipline Specific Elective		English Language Teaching	3	1	0	4
3	Major-Discipline Specific Elective		World Literature	3	1	0	4		3	Major-Discipline Specific Elective		Indian Partition Literature	3	1	0	4
Semester Fifth									Semester Sixth							
1	Major-Discipline Specific Elective		Graphic Literature	3	1	0	4		1	Major-Discipline Specific Elective		Contemporary India: Women and Empowerment	3	1	0	4
2	Major-Discipline Specific Elective		Afro-American Literature	3	1	0	4		2	Major-Discipline Specific Elective		Language and Linguistics	3	1	0	4
3	Major-Discipline Specific Elective		Gender Studies	3	1	0	4		3	Major-Discipline Specific Elective		Literature and Cinema	3	1	0	4

SYLLABI

FIRST SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-I	SLELBL101	British Literature Upto 15th Century	3	1	0	4
2	CC-II	SLELIW102	Indian Writing in English	3	1	0	4
3	CC-III	SLELPL103	Popular Literature	3	1	0	4
4	CC-IV	SLELBR104	British Romantic Literature	3	1	0	4
5	VAC-I		Environmental Studies	2	0	0	2
6	SEC-I		Essentials of Microsoft Excel	1	0	4	3
Total Credits							21

SEMESTER I						
SLELBL101	British Literature Upto 15th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major-I					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

This course offers a comprehensive exploration of British literature from its earliest origins through the end of the 15th century. Students will engage with a diverse range of texts that reflect the linguistic, cultural, and historical evolution of the British Isles—from the oral traditions of Old English poetry to the sophisticated allegories of late medieval literature.

Course Outcomes:

CO1: Understanding: the knowledge of the historical development and key characteristics of Old English and Middle English literature from c. 450 to 1400.

CO2: Analyzing: the themes, structure, and social-religious significance of Medieval Drama, including Mystery, Miracle, and Morality plays such as *Everyman*.

CO3: Interpreting: the *Prologue to The Canterbury Tales* by Geoffrey Chaucer, identifying its portrayal of medieval society and literary techniques.

CO4: Evaluating: *The Vision of Piers Plowman* by William Langland with respect to its allegorical form and commentary on 14th-century social and religious issues.

CO5: Applying: literary analysis and critical thinking skills to foundational texts, enabling a deeper understanding of the origins of British English literary tradition.

Course Content:

Unit I : Evolution of British English Literature **15 Hours**

An Introduction to old English Literature (c. 450–1066)

An Introduction to Middle English Literature (1066–c. 1400)

Unit II: Medieval Drama **15 Hours**

Mystery Plays, Miracle Plays, Morality Plays: Definition and characteristics

- *Everyman*

Unit III **15 Hours**

Prologue to Canterbury Tales by Chaucer

Unit IV **15 Hours**

The Vision of Piers Plowman by William Langland

Textbooks:

1. Burrow, J.A. *A Reading of the General Prologue to the Canterbury Tales*. Cambridge University Press, 1993.

2. Daiches, David. *A Critical History of English Literature: Volume 1*. Allied Publishers, 2000.
3. Langland, William. *Piers Plowman*. Edited and translated by A.V.C. Schmidt, Oxford University Press, 2008.
4. Pearsall, Derek. *Old English and Middle English Poetry*. Routledge, 1977.

Reference Books:

1. Bevington, David, ed. *Medieval Drama*. Hackett Publishing, 2012.
2. Baugh, Albert C., and Thomas Cable. *A History of the English Language*. Routledge, 2002.
3. Eccles, Mark, ed. *Everyman and Other Miracle and Morality Plays*. Houghton Mifflin, 1970.
4. Happe, Peter. *English Mystery Plays: A Selection*. Penguin Classics, 1975.
5. Schmidt, A.V.C., ed. *William Langland: The Vision of Piers Plowman*. Everyman's Library, 1992.

Open Educational Resources:

- **OpenLearn** (Open University): *Exploring the English Language* — a free course covering social, political, and linguistic developments from the 15th to 19th century [redd.it.com+4redd.it.com+4en.wikipedia.org+4open.edu](https://www.redd.it.com+4redd.it.com+4en.wikipedia.org+4open.edu).
- **Karnataka Open Educational Resources**: "English: History" covers Old, Middle, and Modern English with clear overviews karnatakaeducation.org.in.
- **Scribd Handouts**: Lecture notes on the history of English (Old–Middle–Modern–English) freely viewable/downloadable slideshare.net+4fr.scribd.com+4pt.scribd.com+4.
- **Voice of America (VOA Learning English)**: PDF on "History of English Part 1" — good for introductory content
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Learning Experience:

This syllabus offered a comprehensive understanding of the evolution of the English language and medieval literature. Studying texts like *The Canterbury Tales*, and *Piers Plowman* revealed the cultural and social contexts of their times. Exploring medieval drama and poetry enhanced my analytical skills and appreciation for literary history. Overall, it deepened my knowledge of how early English works continue to influence modern literature.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
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Weightage (%)	30	20	50
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SEMESTER I					
SLELIW102	Indian Writing in English	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Major- II				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Indian Writing in English course explores the rich tapestry of literary works produced by Indian authors who write in English, highlighting the cultural, historical, and social contexts that shape their narratives. This course is significant for students as it fosters a deeper understanding of postcolonial literature, identity, and the complexities of language in a diverse society. Students can see the real-world relevance of texts in discussions about identity, society, and the impact of language, making the course both academically enriching and practically applicable.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts that shape Indian writing in English and its evolution over time.

CO 2: Applying critical theories and literary frameworks to analyze key texts by Indian authors from diverse backgrounds.

CO 3: Analyzing themes such as identity, migration, and postcolonialism in selected works of Indian literature in English.

CO 4: Evaluating the contributions of significant Indian writers to global literature and their influence on contemporary narratives.

CO 5: Creating interdisciplinary connections by synthesizing insights from literature, history, and culture in discussions and projects.

Course Content:

Unit I

15 Hours

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

Unit II

15 Hours

R.K. Narayan: The Guide

Unit III

15 Hours

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

Unit IV

15 Hours

Mahesh Dattani: Final Solutions

Textbooks:

1. Narayan, R.K. *The Guide*. 1958. Chennai: Indian Thought Publications, 1991.
2. Dattani, Mahesh. *Final Solutions*. New Delhi: Penguin Books India Pvt. Ltd, 2005.
3. Das, Kamala. *Selected Poems*. Modern Classics, 2014.

Reference Books:

1. Trivedi, Harish. *Modern Indian Literature*. Oxford University Press.2015
2. *Modern Indian Literature*. Oxford University Press, 2013.
3. *Modern Indian Thought*. Worldview Publications, 2012.
4. Mukherjee, Meenakshi, ‘Divided by a Common Language’, in *The Perishable Empire*. OUP, 2000.
5. Naik, M.K. *History of Indian English Literature*. Sahitya Academy, 2004
6. King, Bruce, ‘Introduction’, in *Modern Indian Poetry in English*. 2nd ed., OUP, 2005

Open Educational Resources:

□ **Digital South Asia Library (DSAL):** Offers digitized texts and scholarly articles focused on South Asian literature.
DSAL

□ **The Internet Archive:** Provides access to a vast collection of works by Indian authors for reading and research.

[Internet Archive](#)

□ **Project Gutenberg:** Provides access to classic literature by Indian writers, including novels and poetry.

[Project Gutenberg](#)

Learning Experience:

The course on Indian Writing in English aims to provide a comprehensive and engaging exploration of the diverse literary landscape created by Indian authors. By combining traditional instruction with experiential and participatory methods, students will actively engage with the texts, themes, and cultural contexts that define this body of work. Through critical analysis, learners explore themes such as identity, cultural hybridity, postcolonialism, and social justice, examining how these narratives reflect and respond to India's complex socio-political landscape. The course emphasizes the linguistic and stylistic choices that characterize Indian English literature, fostering discussions on its unique place within global literary contexts.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER I						
SLELPL103	Popular Literature	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- III					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The Popular Literature course examines the genres, themes, and cultural significance of literature that resonates widely with the public, from bestsellers to genre fiction. This course is essential for understanding how popular narratives reflect societal values, trends, and collective anxieties. Students will analyze the elements that contribute to a text's popularity, such as storytelling techniques, character development, and cultural relevance.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the defining characteristics and cultural significance of popular literature across genres, including fiction, romance, mystery, and fantasy.

CO2: Applying literary analysis techniques to explore themes, tropes, and narrative structures commonly found in popular literature.

CO3: Analyzing the social, political, and economic factors that influence the production and reception of popular literary texts.

CO4: Evaluating the relationship between popular literature and mainstream culture, considering how it reflects and shapes societal values and norms.

CO5: Creating critical essays that synthesize insights from various popular texts, exploring their connections to broader literary and cultural movements.

Course Content:

UNIT I

15 Hours

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

UNIT II

15 Hours

Michael Crichton: *Jurassic Park* (1991)

UNIT III

15 Hours

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

UNIT IV

15 Hours

Elizabeth Gilbert: *Eat Pray Love*

Textbooks:

1. Carroll, Lewis. *Alice's Adventures in Wonderland*. Edited by Donald J. Gray, W.W. Norton & Company, 1992.
2. Crichton, Michael. *Jurassic Park*. Ballantine Books, 1991.
3. Rowling, J.K. *Harry Potter and the Sorcerer's Stone*. Scholastic, 1998.
4. Gilbert, Elizabeth. *Eat Pray Love: One Woman's Search for Everything Across Italy, India and Indonesia*. Riverhead Books, 2006.

Reference Books:

1. 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.
2. Hughes, Felicity. 'Children's Literature: Theory and Practice', in *English Literary History*, vol. 45., 1978.
3. Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Johns Hopkins University Press, 2008.
4. Stephens, John. *Language and Ideology in Children's Fiction*. Longman, 1992.
5. McCloud, Scott. *Understanding Comics: The Invisible Art*. William Morrow Paperbacks, 1993.
6. Nikolajeva, Maria. *Power, Voice and Subjectivity in Literature for Young Readers*. Routledge, 2010.

Open Educational Resources:

□ **Project Gutenberg:** Access a wide range of popular novels and stories, including classics and genre fiction.

[Project Gutenberg](https://www.gutenberg.org/)

□ **Internet Archive:** Explore a vast collection of popular literature, including contemporary and historical works.

[Internet Archive](https://www.archive.org/)

□ **OpenLearn - "The Book: A History":** This course examines the evolution of popular literature and its cultural impact.

OpenLearn

Learning Experience:

The Popular Literature course explores the diverse genres and trends that shape contemporary reading practices, examining how popular texts reflect and influence culture, society, and identity. Students engage with a range of works, including bestsellers, genre fiction, graphic novels, and digital literature, analyzing themes such as consumerism, escapism, and social commentary. The course encourages critical discussions about the distinctions between "high" and "low" literature, the role of publishing and media in shaping narratives, and the impact of technology on reading habits. Through creative projects and collaborative discussions, students develop analytical skills while appreciating the cultural significance of popular literature as a reflection of collective experiences and values in society.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
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Weightage (%)	30	20	50
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SEMESTER I					
SLELBR104	British Romantic Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Major- VII				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The British Romantic Literature course provides students with a comprehensive exploration of the Romantic period, focusing on key figures such as William Wordsworth, Samuel Taylor Coleridge, John Keats, and Mary Shelley. This course is essential for understanding the themes of individualism, nature, emotion, and the sublime that defined this transformative era in literature. Through close readings of poetry, novels, and essays, students will develop critical analytical skills and a deep appreciation for the innovative styles and ideas that emerged during the late 18th and early 19th centuries.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key themes, forms, and historical contexts of British Romantic literature, including the characteristics that define the Romantic movement.

CO2: Applying literary analysis techniques to examine the works of prominent Romantic poets and writers.

CO3: Analyzing the representation of nature, emotion, and individualism in Romantic texts, exploring how these themes reflect the cultural and social changes of the time.

CO4: Evaluating the influence of historical events, such as the Industrial Revolution and the French Revolution, on the development of Romantic literature.

CO5: Creating comparative essays that synthesize insights from various Romantic works, highlighting their interconnections and contributions to the literary canon.

Course Content:

UNIT I

15 Hours

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

The Gothic; The Romantic Lyric

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

William Wordsworth: "Tintern Abbey"

Samuel Coleridge: "Rime of the Ancient Mariner"

UNIT II

15 Hours

John Keats: "Ode to Grecian Urn"

Percy Bysshe Shelley: "Ode to the West Wind"

John Byron: "She Walks in Beauty"

UNIT III

15 Hours

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

William Hazlitt: *Public Opinion*

UNIT IV

15 Hours

Jane Austen: *Pride & Prejudice*

Textbooks:

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.

Reference Books:

1. Lamb, Charles. *The Essays of Elia*. The Temple Classics, 2006.
2. Rousseau, Jean-Jacques. *Preface to Emile or Education*. Translated by Allan Bloom. Harmondsworth. Penguin, 1991.

Open Educational Resources:

- **Project Gutenberg:** Access key texts by Romantic poets and authors like Wordsworth, Keats, and Byron.
[Project Gutenberg](https://www.gutenberg.org/)
- **Internet Archive:** A collection of Romantic literature and critical works for deeper study.
[Internet Archive](https://www.archive.org/)
- **Open Yale Courses - "Romantic Poetry":** Lectures and resources focused on the major poets of the Romantic period.
Open Yale Courses

Learning Experience:

The British Romantic Literature course immerses students in the rich tapestry of poetry, prose, and philosophy produced during the late 18th and early 19th centuries. Through close readings of seminal texts, learners analyze how Romantic writers responded to the sociopolitical changes of their time, including the Industrial Revolution and the Enlightenment. The course encourages critical engagement with concepts such as imagination, the role of the artist, and the tension between civilization and nature. Through discussions, creative assignments, and comparative analyses, students develop a nuanced understanding of the lasting impact of Romantic literature on subsequent literary movements.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER I					
	Environmental Studies	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	VAC- I				
Total Contact Hours	30 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Environmental Studies course provides students with a comprehensive understanding of ecological principles, environmental challenges, and effective strategies for managing disasters. This course is essential for fostering awareness of the interconnections between human activity and the environment, preparing students to address pressing global issues such as climate change, resource depletion, and biodiversity loss. Through a combination of theoretical knowledge and practical applications, students will develop skills in risk assessment, crisis management, and sustainability practices.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the fundamental concepts of environmental science, including ecosystems, biodiversity, and sustainable development.

CO2: Applying disaster management principles to assess risks and develop strategies for prevention, preparedness, and response to environmental hazards.

CO3: Analyzing case studies of past disasters to identify factors that contributed to their impact and evaluate response effectiveness.

CO4: Evaluating the role of policy, governance, and community engagement in disaster management and environmental conservation.

CO5: Creating disaster response plans that incorporate best practices and innovative solutions to mitigate environmental risks.

Course Content:

UNIT I

8 Hours

Environnement and Natural Resources :

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness. Land resources; land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT II

7 Hours

Ecosystems and Biodiversity:

Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem

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

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

UNIT III

8 Hours

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

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

UNIT IV

7 Hours

Human Communities and the Environment and Field work: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Textbooks:

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

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

Reference Books:

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

18. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

Learning Experience:

The Environmental Studies course provides a rich learning experience that deepens understanding of the complex interplay between environmental issues and disaster preparedness. Students gain insights into sustainable resource management, exploring topics like pollution, land degradation, and climate change. The analysis of various disasters—natural and man-made—highlights their causes and impacts, fostering awareness of community vulnerabilities. Practical applications of disaster preparedness strategies, including the roles of government and NGOs, enhance critical thinking. Additionally, learning about modern technologies such as AI in risk management prepares students to approach environmental challenges with innovative solutions, ultimately equipping them to contribute positively to society's resilience and sustainability.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER I					
	Essentials of Microsoft Excel	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	Skill Enhancement Course (SEC)-I				
Total Contact Hours	75 Hrs				
Pre-Requisites/ Co-Requisites	Basic Knowledge of MS office				

Course Perspective:

The Microsoft Excel: Refresher to Advanced course is designed to elevate students' proficiency in one of the most widely used software applications in business and data analysis. This course is vital for enhancing students' analytical skills, as it covers a range of topics from basic functionalities to advanced features like pivot tables, macros, and data visualization techniques. Students will engage in hands-on exercises that allow them to manipulate and analyze data effectively, preparing them for roles in finance, marketing, project management, and data analysis.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1	Understanding the fundamental features and functions of Microsoft Excel, including basic formulas, formatting, and data entry techniques.
CO2	Applying intermediate Excel functions and conditional formatting to analyze and present data effectively.
CO3	Analyzing complex datasets by utilizing advanced tools like data validation, scenario analysis, and What-If analysis to draw meaningful insights.
CO4	Evaluating the effectiveness of different data visualization techniques, including charts and graphs, to communicate information clearly and persuasively.
CO5	Creating advanced Excel spreadsheets that incorporate macros and automation to streamline repetitive tasks and enhance productivity.

Course Content:

Unit I: Introduction to Excel and Spreadsheet Basics

Hours: 15 (3 Theory + 12 Practical)

- Understanding Excel interface: Ribbons, Tabs, Worksheets, Cells
- Data types and cell references (absolute, relative, mixed)
- Data entry and formatting: fonts, alignment, number formats, borders, cell styles
- Basic editing: cut, copy, paste, undo, redo, find and replace
- Basic mathematical operations and order of precedence

Practical Component:

- Create a personal budget or expense tracker using basic functions
- Apply formatting and cell referencing in basic calculations

Unit II: Formulas, Functions, and Data Management

Hours: 20 (4 Theory + 16 Practical)

- Introduction to formulas and formula auditing
- Common functions: SUM, AVERAGE, COUNT, MAX, MIN, IF, VLOOKUP, HLOOKUP, TEXT, DATE, NOW, LEN
- Data validation, dropdown lists, removing duplicates
- Sorting and filtering data
- Working with multiple sheets and linking data

Practical Component:

- Prepare student records with functions and conditional logic
- Design a searchable mini directory using VLOOKUP and data validation

Unit III: Data Analysis and Visualization

Hours: 20 (4 Theory + 16 Practical)

- Conditional formatting (highlight cells, data bars, icon sets)
- Chart types: Column, Line, Pie, Bar, Area, Combo
- Dynamic charts with slicers or drop-downs
- Introduction to PivotTables and PivotCharts
- Grouping and summarizing data

Practical Component:

- Analyze mock sales data using PivotTables
- Create charts to visualize monthly performance or attendance
- Apply conditional formatting to identify performance gaps or threshold values

Unit IV: Advanced Excel Tools and Productivity Techniques

Hours: 20 (4 Theory + 16 Practical)

- Working with large datasets and freezing panes
- Named ranges and Excel tables
- Introduction to basic macros and automation (recording macros only)
- Protecting worksheets and workbooks
- Printing setup and export (PDF, CSV)

Practical Component:

- Create a dashboard summary for an event schedule or inventory system
- Automate a repetitive task using a recorded macro
- Set print area and page breaks for formatted reports

Textbooks:

1. Walkenbach, J. (2015). *Excel 2016 Bible*. Wiley.
2. Alexander, M., & Kusleika, D. (2016). *Excel 2016 Formulas*. Wiley.
3. Reding, E. E. (2013). *Microsoft Excel 2013: Illustrated Introductory*. Cengage Learning.

Reference Books:

1. Courter, G Marquis (1999). *Microsoft Office 2000: Professional Edition*. BPB.
2. Nelson, S L and Kelly, J (2002). *Office XP: The Complete Reference*. Tata McGraw Hill.

Online Tutorials & E-Resources:

Resource	Link
Microsoft Excel Official Docs	https://support.microsoft.com/en-us/excel
Excel Easy	https://www.excel-easy.com/
GCFLearnFree Excel Lessons	https://edu.gcfglobal.org/en/excel/
ExcelJet (Functions & Shortcuts)	https://exceljet.net
YouTube: Microsoft Excel Training (by Microsoft 365)	https://www.youtube.com/@Microsoft365

Learning Experience:

This MS Excel course will be structured to maximize hands-on learning and real-world application. Each unit will begin with an interactive introduction to key concepts, followed by practical exercises where students will explore features like worksheets, formatting options, and essential functions. Collaborative group activities will allow students to solve problems together, applying functions such as SUM, AVERAGE, and IF-ELSE to create dynamic spreadsheets. Technology will enhance the experience through guided tutorials and online resources. Assessments will include individual projects where students will create spreadsheets and graphs, showcasing their skills in data analysis and presentation.

Assessment Scheme:

Component	Weightage
Lab Assignments (Min. 5)	30%
Mid-Term Practical Test	20%
Final Project (Excel-based Dashboard or Report)	50%

Sample Final Project Ideas

- Academic grade tracker with automated analysis
- Event planning calendar with budget estimates
- Sales dashboard for a fictional product
- Attendance analysis and visualization report
- Inventory management template with alerts

SECOND SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-V	SLELBL201	British Literature: 16th	3	1	0	4

			Century				
2	CC-VI	SLELEC202	European Classical Literature	3	1	0	4
3	Generic Elective-I		One course from Selected Generic Elective	3	1	0	4
4	Generic Elective-II		One course from Selected Generic Elective	3	1	0	4
5	VAC-II		AI and Digital Safety	0	0	4	2
6	SEC-II		Writing for Digital Media	1	0	4	3
7	Club/Societies		Club/Societies	0	0	0	1
8	Project		Podcasting Literary Voices				2
Total Credits							20

SEMESTER II						
SLELBL201	British Literature: 16th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- V					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

Course Outcomes:

Upon completion of the course the learner will be able to:

Course Content:

Textbooks:**Reference Books:****Open Educational Resources:****Learning Experience:****Evaluation Scheme:**

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER II					
SLELEC202	European Classical Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Major- V				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The European Classical Literature course immerses students in the foundational texts and themes that have shaped Western literary traditions from ancient Greece and Rome. This course is vital for understanding the cultural, philosophical, and historical contexts that influenced seminal works by authors such as Homer, Virgil, and Sophocles. Students will engage with key genres, including epic poetry, tragedy, and philosophy, developing critical analytical skills through close readings and discussions. By exploring themes of heroism, morality, and the human condition, students will gain insights into the enduring relevance of classical literature in contemporary society.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key themes, genres, and historical contexts of classical literature from ancient Greece and Rome, including epic, tragedy, and comedy.

CO2: Applying critical theories and literary analysis to examine significant works by authors such as Homer, Virgil, and Sophocles.

CO3: Analyzing the cultural and philosophical ideas presented in classical texts, exploring their relevance to contemporary issues.

CO4: Evaluating the influence of classical literature on later European literary traditions and its enduring impact on Western thought.

CO5: Creating interpretive essays that synthesize insights from various classical works, highlighting their interconnected themes and narratives.

Course Content:

UNIT I

15 Hours

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

UNIT II

15 Hours

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

UNIT III

15 Hours

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

UNIT IV

15 Hours

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

Textbooks:

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.

Reference Books:

1. Knox, Bernard. *The Oldest Dead White Men and Other Reflections on the Classics*. New York: W.W. Norton & Company, 1993.
2. Easterling, P.E. (Ed.). *The Cambridge Companion to Greek Tragedy*.
3. Bloom, Harold (Ed.). *Sophocles' Oedipus Rex (Bloom's Modern Critical Interpretations)*.
4. Hardie, Philip. *Ovid's Poetics of Illusion*.
5. Boardman, John, Griffin, Jasper, and Murray, Oswyn (Eds.). *The Oxford History of the Classical World*.

Open Educational Resources:

☐ **Project Gutenberg:** Provides access to classical texts by Homer, Virgil, and Dante.
[Project Gutenberg](http://www.gutenberg.org)

☐ **Internet Archive:** A wide range of European classical literature and analyses.
[Internet Archive](http://www.archive.org)

☐ **Open University - "The Classical World":** Insights into ancient Greek and Roman literature and culture.
 Open University

Learning Experience:

The European Classical Literature course provides an engaging exploration of foundational texts that have shaped Western literary tradition. Students delve into works from ancient Greece and Rome. Through critical analysis of epic poems, tragedies, and philosophical writings, learners examine key themes such as heroism, fate, morality, and the human condition. The course encourages comparisons across different genres and historical contexts, fostering an appreciation for the cultural and philosophical influences that resonate through the ages. Discussions on the impact of these texts on later literature and their relevance to contemporary issues enhance critical thinking and analytical skills.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER II					
	AI and Digital Safety	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Value-Added Course-II				
Total Contact Hours	30 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspectives:

As AI technologies increasingly influence our daily lives, workplaces, and societies, understanding the basics of AI and its safe usage becomes essential. This course introduces students to the fundamentals of Artificial Intelligence, explores real-life applications, and emphasizes the importance of digital safety, privacy, and ethical considerations. It prepares learners to responsibly engage with AI-powered tools and navigate the risks associated with data misuse, cyber threats, and algorithmic bias.

Course Outcomes:

- CO1: Understand the foundational concepts, types, and real-world applications of Artificial Intelligence.
- CO2: Identify potential risks and ethical concerns related to AI, including data privacy, bias, and misinformation.
- CO3: Apply digital safety practices for secure communication, data protection, and responsible use of AI tools.
- CO4: Evaluate emerging trends and safety protocols in AI-enabled digital environments.

Course Content:

Unit I: Fundamentals of Artificial Intelligence

8 Hours

Definition and scope of AI; evolution and types of AI (narrow, general, superintelligence); key AI technologies: machine learning, deep learning, natural language processing; common AI applications in daily life—voice assistants, recommendation systems, chatbots, autonomous vehicles; AI myths vs. reality.

Unit II: Ethical Dimensions and Responsible Use of AI

7 Hours

Understanding ethical concerns in AI: algorithmic bias, surveillance, job displacement, misinformation; importance of transparency and accountability in AI systems; frameworks for ethical AI—UNESCO, NITI Aayog, and global initiatives; social implications of AI in education, healthcare, and governance.

Unit III: Digital Safety and Cybersecurity Awareness

8 Hours

Types of digital threats: phishing, malware, identity theft, ransomware, cyberstalking; password hygiene, two-factor authentication, secure browsing; managing digital footprint and social media privacy; detecting fake news and deepfakes; importance of cybersecurity tools and habits.

Unit IV: Data Privacy, Law, and Future Scope

7 Hours

Basics of data privacy and personal data protection; overview of key laws: IT Act, GDPR, and Digital India Act; user rights, informed consent, and data-sharing norms; emerging careers in AI, digital ethics, and cybersecurity; the role of youth in ensuring a safer digital future.

Textbooks

- **Melanie Mitchell (2019).** *Artificial Intelligence: A Guide for Thinking Humans*. Penguin Random House.
- **Brad Smith & Carol Ann Browne (2019).** *Tools and Weapons: The Promise and the Peril of the Digital Age*. Penguin Press.

Reference Books

- **Nick Bostrom (2014).** *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.
- **Stuart Russell & Peter Norvig (2020).** *Artificial Intelligence: A Modern*

Approach (4th Edition). Pearson.

- **Commonwealth of Learning.** *Cybersecurity Training Manual for Youth.*
- **UNESCO (2021).** *Recommendation on the Ethics of Artificial Intelligence.*

Platform	Description	Link
NITI Aayog – AI Strategy	India’s national AI vision document	https://www.niti.gov.in
CERT-In	Cybersecurity best practices	https://www.cert-in.org.in
UNESCO	Global AI ethics guidelines	https://unesdoc.unesco.org
AI.gov India	Government AI portal	https://www.ai.gov.in
Digital Citizenship Curriculum	Digital responsibility resources	https://www.common sense.org/education

Learning Experience:

The course will offer a blended learning environment through interactive lectures, real-life case studies, hands-on sessions, expert talks, and multimedia tools. Students will engage in:

- **Case-based discussions** on ethical dilemmas in AI and digital privacy.
- **Demonstrations** of AI applications and cyber threats.
- **Collaborative group activities** focused on responsible online behaviour and digital safety audits.
- **Guest lectures** from AI practitioners, policy experts, and cybersecurity professionals.
- **Project-based learning**, including digital safety campaigns or mock policy reviews.

This immersive experience aims to foster informed, ethical, and tech-savvy citizens who are capable of safely navigating and contributing to the digital future.

Semester II					
	Writing for Digital Media	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	Skill Enhancement Course-II				
Total Contact Hours	75 Hrs				
Pre-requisites/Co-requisites	Exposure to digital tools and online platforms.				

Course Perspective:

This course introduces students to the exciting world of writing for digital platforms. It focuses on how to write clearly and creatively for blogs, websites, social media, podcasts, and online news. Unlike traditional writing, digital content is interactive and fast-paced, and it must grab attention quickly. Through fun activities, hands-on writing practice, and useful tips, students will learn how to create content that connects with online audiences. They'll also learn how to combine words with visuals, understand digital tools, and build their personal online writing portfolio.

Course Outcomes:

On completion of the course, the students will be:

CO1: Describing how digital writing works, how it has evolved, and how it's different from print or traditional writing.

CO2: Writing simple and effective content for blogs, websites, social media, and short videos.

CO3: Reviewing and assessing digital content by checking how well it connects with the audience, its readability, and use of multimedia.

CO4: Judging how effective a piece of content is, using basic digital metrics like engagement and clarity.

CO5: Building a personal content portfolio with original blog posts, social media pieces, and more.

Course Content:

Unit I – Introduction to Digital Media and Writing Essentials 20 Hours

- Learn what digital media is and how it has changed over time.
- Understand how writing for the web is different from print (shorter sentences, casual tone, visuals).
- Discover what online readers like and how to grab their attention.
- Practice writing headlines and opening lines that make people want to read more.
- **Activity:** Turn a newspaper article into a catchy blog or social media post.

Unit II – Writing for Different Digital Platforms 20 Hours

- Learn how to write blog posts that are simple, engaging, and SEO-friendly.
- Practice short-form writing for Instagram, Twitter (X), Facebook, and LinkedIn.
- Understand how to write clear website content like buttons, menus, and landing pages.
- Learn the basics of scriptwriting for YouTube, reels, and podcasts.
- **Activity:** Write and edit sample content for each platform.

Unit III – Multimedia Storytelling and Ethics 18 Hours

- Understand how to combine writing with visuals, audio, or video to tell stories.
- Discuss why being truthful, respectful, and responsible online matters.
- Learn how to check facts and avoid plagiarism.
- Talk about how people share news or stories as citizen journalists.

- **Activity:** Create a short story using text, image, and voice.

Unit IV – Content Strategy and Portfolio Development

17 Hours

- Learn how brands plan content using calendars and audience research.
- Understand terms like 'brand voice' and 'target audience'.
- Learn how to build your own online presence (blog, portfolio site, or social page).
- Explore writing as a freelancer, blogger, or content creator.
- **Final Project:** Compile your best digital content into a small portfolio

Textbooks:

1. McGuire, D. (2016). The Content Strategy Toolkit: Methods, Guidelines, and Templates for Getting Content Right. New Riders.
2. Englebreton, D. (2021). Social Media Marketing Workbook. CreateSpace.

Reference Books:

1. Handley, A. (2014). Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content. Wiley.
2. Marsh, C., & White, D. (2020). Content Everywhere. Rosenfeld Media.
3. Ray, R. (2019). Digital Journalism. Sage.

Open Educational Resources:

- <https://www.niemanlab.org/>
- <https://journalismcourses.org/>
- <https://www.copyblogger.com/>
- <https://www.poynter.org/>
- <https://contentmarketinginstitute.com/>

Learning Experience:

Inside the Classroom:

- Interactive sessions with real examples from the internet
- Quick writing exercises and fun challenges
- Peer reviews and small group discussions
- Hands-on workshops using tools like Canva, Blogger, or Notion

Outside the Classroom:

- Weekly writing tasks for blogs or social media posts
- Optional guest talks from bloggers, content creators, or journalists
- Reading and analysis of trending content

- Creative assignments like writing for a fictional brand or story

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester II					
	Club/Societies	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	Extra and Co-curricular				
Total Contact Hours	15 Hrs				
Pre-requisites/Co-requisites	NIL				

Course Description: Credit gained through engagement and participation in co-curricular and extracurricular activities

Objective:

To encourage holistic development of students by engaging them in various co-curricular and extracurricular activities, fostering skills such as teamwork, leadership, creativity, and effective communication.

Course Structure & Guidelines:

1. Activity Participation

- Students must participate in events organized by clubs within the university.
- Participation in events conducted by a club other than the one a student is registered in will also be counted.
- 15 hours of active engagement in any of the extra-curricular/sports activities

2. Option of External Engagement

- Students may also earn this credit by participating in extracurricular activities outside the university.

- In this case students must provide a signed letter from the organization's head, detailing the activities participated in.

3. Attendance & Performance

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
- Attendance, participation, and performance will contribute to the evaluation.
- Final evaluation will be done based on 15 hours of active engagement.

4. Verification Process:

- Participation in university-organized events will be verified by the Club In-Charge and the Dean, Student Welfare (DSW).
- For external activities, the student must submit an official letter from the external organization mentioning the number of hours of engagement.

5. End-of-Semester Report:

- Students must submit a detailed report at the end of the semester, highlighting:
 - Events/activities participated in.
 - Learning outcomes and skills gained.
 - Any awards or recognitions received.

6. Evaluation Criteria:

- Participation and Performance (as judged by club conveners): **50%**
- End-of-Semester Report and Presentation: **50%**

The end of semester report and presentation will be conducted by respective schools through a panel of Dean and faculty members.

Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate skills in leadership, collaboration, and creativity.
- Engage effectively in diverse teams.
- Reflect on personal growth and learning outcomes.

- Develop a portfolio showcasing extracurricular achievements.

Grading System:

This course will be graded as **Satisfactory/Unsatisfactory** based on the total score achieved through the evaluation criteria.

Semester II					
	Podcasting Literary Voices	L	T	P	C
Version 1.0					2
Category of Course	Project-I				
Total Contact Hours	NA				
Pre-requisites/Co-requisites	NIL				

THIRD SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-VII	SLELBL301	British Literature: 17th Century	3	1	0	4
2	CC-VIII	SLELWW302	Women's Writing	3	1	0	4
3	CC-IX	SLELPL303	Postcolonial Literature	3	1	0	4
4	Discipline Specific Elective-I		Choose from the DSE pool of third semester	3	1	0	4
5	Generic Elective-III		One course from Selected Generic Elective	3	1	0	4
6	SEC-III		Financial Literacy	1	0	2	3
7	AEC-I		Self Awareness	2	0	0	2
8	SI-I	SLELIN351	Summer Internship Assessment-I	0	0	0	2
9	Community Service		Community service				1
Total Credits							28

SEMESTER III						
SLELBL301	British Literature: 17th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- VII					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

Course Outcomes:

Upon completion of the course the learner will be able to:

Course Content:

Textbooks:

Reference Books:

Open Educational Resources:

Learning Experience:

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER III						
SLELWW302	Women's Writing	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- VIII					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The Women's Writing course delves into the diverse voices and experiences of women authors across various cultures and time periods, highlighting how their literature reflects and challenges societal norms and gender roles. This course is essential for understanding the evolution of women's perspectives in literature, fostering critical thinking and analytical skills. Through exploring themes of identity, empowerment, and resistance, students will

develop a nuanced understanding of how women's writing intersects with issues of race, class, and sexuality.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts that have shaped women's writing across different periods and regions.

CO2: Applying feminist literary theories to analyze the themes, voices, and perspectives present in works by women authors.

CO3: Analyzing the representation of gender, identity, and power dynamics in selected texts by writers.

CO4: Evaluating the impact of societal norms and movements on the development of women's literature and its evolution over time.

CO5: Creating critical essays that synthesize insights from multiple texts, exploring the connections between women's writing and broader literary movements.

Course Content:

UNIT I:

15 Hours

Chandra Talpade Mohanty : *Under Western Eyes*

Shashi Deshpande: *Writing from the Margins*

Virginia Woolf : *A Room of One's Own*

UNIT II:

15 Hours

Alice Walker: *The Color Purple*

UNIT III:

15 Hours

Kamla Das : *My Grandmother's House*

Maya Angelou: *Still I rise*

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

UNIT IV:

15 Hours

Chitra Bannerjee: Forest of Enchantements

Textbooks:

1. Beauvoir de, Simone. *The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier. Vintage, 2010.
2. Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia. Arnold, 1996.

Reference Books:

1. Woolf, Virginia. *A Room of One's Own*. Harcourt, 1957.
2. Sangari, Kumkum and Sudesh Vaid. 'Introduction', in *Recasting Women: Essays in Colonial History*. Kali for Women, 1989.

Open Educational Resources:

- ☐ **Project Gutenberg:** Provides access to works by female authors like Jane Austen and Emily Brontë.
[Project Gutenberg](#)
- ☐ **Internet Archive:** Diverse collection of texts by women writers and critical analyses.
[Internet Archive](#)
- ☐ **OpenLearn - "The Role of Women in Literature":** Examines contributions of women writers.
OpenLearn

Learning Experience:

The Women's Writing course offers a dynamic exploration of literary works by women from diverse backgrounds and historical contexts. Students engage with a variety of genres, including poetry, fiction, memoirs, and essays, examining themes such as identity, gender, race, and social justice. The course fosters critical discussions about the representation of women in literature and the impact of societal norms on their writing. Through close readings and collaborative projects, students enhance their analytical skills while developing a deeper appreciation for the contributions of women to the literary canon.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER III						
SLELPL303	Postcolonial Literature	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	DSC- IX					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The Postcolonial Literature course explores the profound impact of colonialism and its enduring legacies on the cultural, social, and psychological lives of both colonizers and the colonized. This course examines literary works that engage with themes of resistance, identity, hybridity, and the power dynamics embedded in language, while also considering the continuing effects of neocolonialism and globalization. Students will analyze key texts from authors across former colonies, exploring how these works challenge dominant narratives and give voice to marginalized histories and identities.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding key concepts, themes, and historical contexts in postcolonial literature, including colonialism, resistance, identity, and cultural hybridity.

CO2: Applying postcolonial theory to analyze literary texts, utilizing frameworks from scholars such as Edward Said, Gayatri Spivak, and Homi Bhabha to interpret themes of power, identity, and colonial legacies.

CO3: Analyzing the structure and language of postcolonial texts to break down narrative techniques, symbols, and the relationships between colonial and postcolonial identities.

CO4: Evaluating the effectiveness of different postcolonial literary works in representing marginalized voices, considering their social, political, and cultural significance.

CO5: Creating critical essays or presentations that synthesize postcolonial literary themes, offering original interpretations supported by textual evidence and theoretical concepts.

Course Content:

UNIT I	15	Lecture
Hours		

Introduction: Colonization, De-colonization, Post-colonization, Third World Literature, New Literature, Postcolonial Literature, Orientalism; Edward Said (selected ideas)

UNIT II	15	Lecture
Hours		

Derek Walcott: “A Far Cry from Africa”, “Names”

UNIT III	15	Lecture
Hours		

Chinua Achebe- *Things Fall Apart*

UNIT- IV	15	Lecture
Hours		

Gabriel Garcia Marquez: *Chronicles of a Death Foretold*

Textbooks:

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

Open Educational Resources:

- **Project Gutenberg:** Access to classic postcolonial texts and works by authors like Chinua Achebe, Ngũgĩ wa Thiong'o, and Wole Soyinka.
[Project Gutenberg](#)
- **Internet Archive:** A vast collection of postcolonial literature, critical essays, and resources exploring themes of colonialism, identity, and resistance.
[Internet Archive](#)
- **Open Yale Courses - "The Postcolonial Experience":** Free lectures on postcolonial literature, covering key authors and movements, as well as the impact of colonial history on contemporary narratives.
Open Yale Courses

Learning Experience:

The learning experience in *Postcolonial Literature* immerses students in the diverse voices and narratives shaped by the legacies of colonialism. Through the study of texts from a variety of postcolonial authors, students critically engage with themes of identity, resistance,

displacement, and cultural hybridity. The course encourages deep reflection on the historical, social, and political forces that have shaped postcolonial societies, while exploring the role of literature in both resisting and reconstructing colonial narratives. Students participate in discussions that challenge dominant power structures, while also developing a deeper understanding of how language and storytelling serve as tools of resistance and empowerment.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester III						
	Self-Awareness	L	T	P	C	
Version 1.0		2	0	0	2	
Category of Course	Ability Enhancement Course-I					
Total Contact Hours	30 Hrs					
Pre-requisites/Co-requisites	NA					

Course Objectives (COs)

- **CO1:** understanding of the concept of self -Awareness and its psychological constructs (identity, values, beliefs etc.).
- **CO2:** Cultivate emotional intelligence, recognize cognitive patterns and improve emotional self-regulation.
- **CO3:** Explore personality frameworks and assess behavioral patterns for self-growth.
- **CO4:** Analyze perception, motivation, and mindset for building resilience and purpose.
- **CO5:** Embrace mindfulness and compassion practices and create a personal self-development plan.

Course Content

Session	Topic	Expanded Content Focus	Activities	CO	PSO
1	Introduction to Self-Awareness	Orientation to course structure, importance of self-awareness in personal and professional growth, stages of self-discovery.	Icebreaker + “Who Am I?” Exercise	CO 1	PSO 1
2	Self-concept & Identity	Exploration of self-image vs ideal self, developing self-efficacy, understanding self-esteem levels, influence of locus of control on motivation and behavior.	“My Story” Reflection	CO 1	PSO 1
3	Values and Beliefs	Identifying core personal values, understanding belief formation, how values influence decision-making and interpersonal relations.	Values Card Sort Activity	CO 1	PSO 2
4	Johari Window & Self-Disclosure	Understanding open, blind, hidden, and unknown selves; significance of feedback, authenticity, and vulnerability in relationships.	Johari Peer Exercise	CO 1	PSO 1
5	Emotions and Triggers	Identifying emotional states, recognizing emotional triggers, differentiating between emotions and ego responses, impact on self-regulation.	Emotional Trigger Diary	CO 2	PSO 1
6	Cognitive Biases	Understanding cognitive distortions (confirmation bias, overgeneralization, etc.), ABCDE model of rational thinking, re-framing thoughts for clarity.	Bias Analysis Role-play	CO 2	PSO 2
7	Emotional Intelligence	Goleman’s EI domains: self-awareness, self-regulation, motivation, empathy, and social skills; application in real-life contexts.	EQ Test & Reflection	CO 2	PSO 1

8	Personality Frameworks	Overview of Big Five, MBTI, and DISC models; understanding personality types and preferences; how personality shapes workplace and social behavior.	Personality Assessment	CO 3	PSO 1
9	Habit Loops & Derailers	Anatomy of a habit: cue, routine, reward; analyzing habits that support/undermine goals; derailers and behavioral patterns.	Habit Tracker Activity	CO 3	PSO 3
10	Coping & Defense Mechanisms	Common psychological coping strategies (avoidance, confrontation, reappraisal); understanding stress triggers and burnout symptoms; Freudian defense mechanisms.	Coping Style Inventory	CO 3	PSO 3
11	Perception, Attitude and Attribution	How we perceive others, forming attitudes, attribution theory, and perceptual biases (halo effect, stereotyping); implications for communication and fairness.	Case Scenarios	CO 4	PSO 1
12	Growth vs Fixed Mindset	Exploring Carol Dweck's mindset theory; neuroplasticity and learning; techniques to cultivate a growth mindset in academics and life.	Growth Mindset Workshop	CO 4	PSO 3
13	Motivation Drives & Purpose	Understanding intrinsic vs extrinsic motivation, fatalistic vs Utopian perspective, aligning values and purpose to create a meaningful path. Resilience & Adaptability	Purpose Statement Writing	CO 4	PSO 2
14	MSC Model & Mindfulness	Components of the MSC (Mindfulness, Selflessness, Compassion) model; benefits of mindfulness on focus and well-being; loving-kindness and gratitude practice.	Guided Meditation, Journaling	CO 5	PSO 3
15	Goal Setting & Visioning	Setting SMART goals, using habit trackers, building a personal vision board, time and priority management strategies.	Vision Board Creation	CO 5	PSO 3

Assessment Plan

Component	Weightage
Reflective Journal (Weekly)	20%
Personality & EQ Assessments	20%
Class Participation / Peer Feedback	10%
Self-Development Plan Presentation	30%
Final Quiz / Viva	20%

Semester III					
	Financial Literacy	L	T	P	C
Version 1.0		2	0	2	3
Category of Course	Skill Enhancement Course-III				
Total Contact Hours	60 Hrs				
Pre-requisites/Co-requisites	Principles of Economics				

Course Perspective

Financial Literacy is a foundational life skill essential for personal and professional success. In a rapidly evolving economic environment, individuals must be capable of making informed decisions about budgeting, saving, banking, credit, insurance, investments, and taxes. This course empowers students with the knowledge and tools to manage their finances effectively and responsibly. It also fosters awareness about financial rights, digital financial platforms, and fraud protection mechanisms.

Course Outcomes (COs)

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

- **CO1:** Explain key concepts of money management, banking, credit, and insurance.
- **CO2:** Prepare personal budgets, use digital financial tools, and perform basic financial planning.
- **CO3:** Evaluate financial products such as loans, insurance, mutual funds, and savings instruments.
- **CO4:** Demonstrate income tax filing steps and construct a basic personal financial plan.

Course Content

Unit I: Money Management and Financial Planning

Hours: 15

Concept and significance of financial literacy; relationship between money, goals, and personal well-being; income and expenditure; cash flow management; understanding wants vs. needs; budgeting techniques; tracking expenses.

Practical Activities:

- *Prepare a monthly budget for a student*
- *Track weekly expenses using Excel or Google Sheets*
- *Role-play: making choices under financial constraints*

Unit II: Banking, Digital Finance & Cyber Awareness

Hours: 15

Types of bank accounts and their features; types of cards (debit, credit, prepaid); interest rates and compounding; digital banking tools – UPI, BHIM, mobile wallets, net banking; role of RBI; precautions in digital transactions; OTP scams, phishing, and fraud prevention.

Practical Activities:

- Simulate a UPI transaction (mock demo)
- Case study on digital fraud and response strategy
- Compare savings account interest rates across banks

Unit III: Credit, Loans and Insurance Essentials

Hours: 15

Understanding credit, loans, and creditworthiness; credit score and credit history (CIBIL); good vs. bad debt; simple vs. compound interest; types of loans: personal, educational, home; basics of insurance—life, health, auto; premiums, claims, exclusions; social insurance schemes.

Practical Activities:

- Use an online EMI calculator to compare loans

- Evaluate and compare two insurance policies
- Create a sample loan repayment schedule

Unit IV: Investment, Taxation & ITR Filing **Hours: 15**

Basic investment concepts: risk, return, liquidity, diversification; types of investment avenues: FD, RD, PPF, EPF, Mutual Funds, SIPs, Stocks; basics of stock market and SEBI's role; PAN card and income tax basics; tax-saving under 80C; understanding Form 16 and TDS; overview of ITR-1; concept of retirement and pension planning (NPS, Atal Pension Yojana).

Practical Activities:

- Fill out a sample ITR-1 form using mock data
- Compare returns on different investment instruments
- Use a SIP calculator to plan long-term savings

Suggested Readings & Resources

Books & Modules:

1. *NISM Financial Education Workbook* – SEBI/NISM
2. Kapoor, J.R. (2020). *Personal Finance*. McGraw-Hill Education
3. CBSE Handbook on Financial Literacy (Skill Course)
4. ICAI Financial Literacy Modules

Web Resources:

Platform	Link
RBI Financial Education	https://www.rbi.org.in/financialeducation/
SEBI Investor Portal	https://investor.sebi.gov.in
Income Tax Filing Portal	https://www.incometax.gov.in
Mutual Fund Tools	https://www.amfiindia.com
CBSE Financial Literacy eBooks	https://cbseacademic.nic.in

Assessment Structure

Component	Weightage
Practical Exercises & Worksheets	30%
Midterm Quiz/Test (Objective + Application)	20%
Final Project	50%

Suggested Final Projects

- Create a **personal financial plan** (budget, savings, tax, investment)
- Compare two **mutual fund options** and analyze their returns and risks
- Fill and submit a **mock ITR-1** using sample financial data

SEMESTER III					
SLELIN351	Summer Internship Assessment-I	L	T	P	C
Version 1.0					2
Category of Course	Summer Internship-I				
Total Contact Hours	4-6 Weeks				
Pre-Requisites/ Co-Requisites	Knowledge of MS Office, Some soft Skills				

Course Perspective:

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

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the practical application of theoretical concepts learned in academic coursework within a professional environment.

CO2: Applying workplace skills such as time management, communication, and teamwork in real-world settings to enhance professional development.

CO3: Analyzing organizational structures and dynamics to understand how different roles contribute to the overall objectives of the internship host.

CO4: Evaluating personal performance and experiences through reflective practices, identifying strengths and areas for improvement in a professional context.

CO5: Creating a portfolio or presentation that summarizes internship experiences, including projects completed, skills acquired, and insights gained.

Guidelines:

1. All the students need to go for internship for minimum of 4 weeks.
2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.
3. All students should compulsorily follow the rules and regulations as laid by industry.
4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.
5. Student should follow all ethical practices and SOP of industry.
6. Students have to take necessary health and safety precautions as laid by the industry.
7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.
8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

- i. Originality.
- ii. Adequacy and purposeful write-up.
- iii. Organization, format, drawings, sketches, style, language etc.
- iv. Variety and relevance of learning experience.
- v. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

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

Semester III					
	Community Service	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	Community Service				
Total Contact Hours	15 Hrs				
Pre-requisites/Co-requisites					

Course Objective:

This course provides students with an opportunity to actively engage in community service through an approved NGO, NSS, Red Cross, or other university-empanelled societies. The objective is to foster civic responsibility, empathy, and leadership while addressing societal challenges.

Course Outcomes

Upon completion of this course, students will be able to:

1. Understand the role of community service in social development.
2. Develop teamwork, leadership, and problem-solving skills in real-world contexts.
3. Reflect on their service experience and its impact on personal and professional growth.
4. Demonstrate the ability to document and present their experiences effectively.

Course Structure & Guidelines:

1. Community Service Participation

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
- Service activities may include but are not limited to:
 - Teaching underprivileged children
 - Environmental conservation initiatives
 - Health and hygiene awareness programs
 - Disaster relief and rehabilitation support
 - Women empowerment and rural development programs
 - Mental health awareness programs
 - Financial Literacy awareness programs
 - Welfare initiative (free classes for Class IV employees of the university or their wards)
 - Donation Drives
 - Any other activities through NSS/Red Cross

2. Documentation & Assessment:

To earn credit, students must submit the following to the school at the end of the semester:

1. A signed record of service hours from the supervising organization.

Report (1000–1500 words) including:

- a. Brief background of the organization.
- b. Description of tasks performed.
- c. Challenges faced and lessons learned.
2. Certificate of Completion:
 - a. Issued by the NGO/NSS/Red Cross or other approved organizations.
3. Presentation
 - a. Summary of the service experience, key takeaways, and personal reflections.

FOURTH SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-X	SLELBL401	British Literature: 18th Century	3	1	0	4
2	CC-XI	SLELLC402	Literary Criticism	3	1	0	4

3	CC-XII	SLELLI403	Literature of Indian Diaspora	3	1	0	4
4	Discipline Specific Elective-II		Choose from the DSE pool of fourth semester	3	1	0	4
5	Discipline Specific Elective-III		Choose from the DSE pool of fourth semester	3	1	0	4
6	Generic Elective-IV		One course from Selected Generic Elective	3	1	0	4
7	AEC-II		Communication Skills	2	0	0	2
8	Project		Blog Writing and Creation Project				2
Total credits							28

SEMESTER IV						
SLELBL401	British Literature: 18th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- IX					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The British Literature: 18th Century course offers an in-depth exploration of the literary developments during the Enlightenment and the early stages of the Romantic era. This period is marked by a rich array of genres, including essays, poetry, and novels. The course is

essential for understanding the cultural, philosophical, and social contexts that influenced literary production, including the rise of satire, the emergence of the novel as a genre, and debates around morality, politics, and identity. Through close readings and critical analysis, students will develop their analytical skills, enhancing their ability to interpret texts and articulate their insights effectively.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key historical, cultural, and philosophical contexts that shaped British literature during the 18th century, including the Enlightenment and the rise of satire.

CO2: Applying literary analysis techniques to examine the works of prominent authors.

CO3: Analyzing the evolution of literary forms, including the novel and satire, and how they reflect societal changes and emerging ideas about individuality and morality.

CO4: Evaluating the impact of social and political issues, such as class, gender, and colonialism, on the literature produced during this period.

CO5: Creating comparative essays that synthesize insights from various texts, exploring their interconnections and contributions to the broader literary canon.

Course Content:

UNIT I Introduction: The Enlightenment and Neoclassicism; Restoration Comedy; The Country and the City; The Novel and the Periodical Press; Prose	15 Hours
UNIT II Daniel Defoe: <i>Moll Flanders</i>	15 Hours
UNIT III Dryden: "Mac Flecknoe" Thomas Gray: "Elegy Written in a Country Churchyard" Robert Burns: "A Red Red Rose"	15 Hours
UNIT IV Samuel Johnson: <i>Preface to Shakespeare</i>	15 Hours

Textbooks:

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.

Reference Books:

1. Long, William J. *English Literature*. A.I.T.B.S. Publishers, 2003.
2. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2015.

Open Educational Resources:

- **Project Gutenberg:** Key texts by authors like Defoe and Swift.

[Project Gutenberg](#)

- **Internet Archive:** Diverse collection of 18th-century literature.

[Internet Archive](#)

- **Open University - "A Taste of the Enlightenment":** Insights into 18th-century literature.

Open University

Learning Experience:

The British Literature course focusing on the 18th century provides a comprehensive exploration of a transformative period marked by the Enlightenment and the emergence of new literary forms. The course highlights the evolution of genres, including the novel, essay, and poetry, encouraging learners to analyze how these forms reflect the cultural, political, and philosophical shifts of the time. Through close readings and discussions, students develop critical insights into the complexities of human experience as portrayed in 18th-century literature. The integration of historical context allows for a deeper understanding of how literature responded to issues like class, gender, and morality.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV							
SLELLC402	Literary Criticism			L	T	P	C
Version 1.0				3	1	0	4
Category of Course	Major- X						
Total Contact Hours	60 Hrs						

Pre-Requisites/ Requisites	Co-	
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Course Perspective:

The Literary Criticism course provides students with the tools and frameworks to analyze and interpret literary texts through various critical lenses, including formalism, feminism, psychoanalysis, and postcolonial theory. This course is essential for developing a deep understanding of the theoretical foundations that inform literary analysis and the diverse approaches that can be applied to texts. Students will engage with seminal critics and theorists, honing their analytical skills as they explore how context, ideology, and cultural factors shape literary meaning.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the fundamental theories and historical developments in literary criticism, including key movements such as formalism, structuralism, post-structuralism, and feminist theory.

CO2: Applying various critical approaches to analyze and interpret literary texts, demonstrating an understanding of how different frameworks shape meaning.

CO3: Analyzing the relationships between texts and their cultural, social, and historical contexts to uncover deeper insights into the work's significance.

CO4: Evaluating the effectiveness of different critical methods and their implications for understanding literature and its role in society.

CO5: Creating original critical essays that synthesize multiple perspectives, showcasing the ability to formulate and articulate nuanced arguments about literature.

Course Content:

Unit I

15 Hours

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

Unit II

15 Hours

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

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

Unit III

15 Hours

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

Unit IV

15 Hours

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

I.A. Richards and Practical Criticism

Textbooks:

1. A.H. Gilbert, Literary Criticism: Plato to Dryden. Detroit: Wayne University Press, 1962.
2. David Lodge and Nigel Wood, Modern Criticism and Theory: A Reader: London & New York: Routledge, 2000.
3. Peter Barry Beginning, Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1984.

Reference Books:

1. Raman Selden, et al. A Reader's Guide to Contemporary Literary Theory. Kentucky: University Press of Kentucky, 1993.
2. S.K. Dey, History of Poetics. New Delhi: MLBS, 1960.
3. Terry Eagleton, Literary Theory: An Introduction. NJ: Wiley Blackwell, 2009.

Open Educational Resources:

□ **Project Gutenberg:** Access classic texts on literary theory and criticism by influential critics.

[Project Gutenberg](#)

□ **Internet Archive:** A diverse collection of books and articles on various literary criticism theories and approaches.

[Internet Archive](#)

□ **Open Yale Courses - "Introduction to Theory of Literature":** Lectures and resources on key concepts and methodologies in literary criticism.

Open Yale Courses

Learning Experience:

The Literary Criticism course provides students with a comprehensive framework for analyzing and interpreting texts through various critical lenses. By exploring foundational theories—from formalism and structuralism to post-colonialism and feminism—students learn to engage with literature on a deeper level. The course encourages close reading and critical analysis, allowing learners to examine the aesthetic, historical, and cultural contexts of literary works. Through discussions and written assignments, students practice applying different critical approaches to a range of texts, enhancing their ability to articulate nuanced interpretations and arguments.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV						
SLELLI403	Literature of Indian Diaspora	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	DSC- XVII					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

Literature of the Indian Diaspora explores the literary contributions of Indian writers who have migrated or been displaced across the globe, creating a rich tapestry of narratives that reflect the complexities of identity, migration, and cultural negotiation. This course focuses on how diasporic Indian writers engage with themes such as belonging, cultural hybridity, memory, and the impact of colonial and postcolonial legacies in their works. The course will delve into issues such as the politics of migration, the quest for identity, the negotiation of multiple cultural affiliations, and the challenges of adaptation and integration in host societies.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical, cultural, and social contexts of Indian diaspora literature, recognizing themes such as migration, identity, displacement, and the negotiation of belonging across multiple cultural spheres.

CO2: Applying critical frameworks to analyze the works of key Indian diaspora writers, exploring how their narratives address issues of assimilation, hybridity, and the complexities of postcolonial identity in global settings.

CO3: Analyzing the literary techniques and narrative structures used by Indian diaspora authors, identifying how they reflect the psychological and emotional experiences of displacement and the challenges of cultural integration.

CO4: Evaluating the representation of diaspora experiences in literature, assessing how different authors use language, genre, and storytelling to portray both the struggles and the resilience of diasporic communities.

CO5: Creating original research projects or essays that explore the intersections of identity, memory, and transnationalism in Indian diaspora literature, offering new insights into the global movement of Indian writers.

Course Content:

UNIT I	15	Lecture
Hours		

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

UNIT II	15 Lecture
Hours	

Chitra Banerjee Divakaruni: *The Mistress of Spices*

UNIT III	15 Lecture
Hours	

Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)

UNIT IV	15 Lecture
Hours	

Jhumpa Lahiri: *Interpreter of Maladies*

Textbooks:

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

Reference Books:

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books

Open Educational Resources:

- **Project Gutenberg:** Access to classic works by Indian authors, such as Rabindranath Tagore and Mulk Raj Anand.
[Project Gutenberg](https://www.gutenberg.org/)
- **Internet Archive:** A diverse collection of books, essays, and academic papers on Indian diaspora literature.
[Internet Archive](https://www.archive.org/)

- **Open Yale Courses - "The Literature of the Indian Diaspora":** Lectures on key themes and authors in Indian diaspora literature.
Open Yale Courses

Learning Experience:

The learning experience in *Literature of the Indian Diaspora* invites students to explore the diverse and dynamic narratives of Indian writers who have migrated or been displaced across the globe. The course encourages critical engagement with issues of postcolonial identity, transnationalism, and the negotiation of multiple cultural affiliations. Students will explore how diasporic writers use language and storytelling to reflect the tensions between tradition and modernity, home and exile, as well as the complexities of navigating new cultural landscapes. By analyzing a range of genres—from novels and short stories to poetry and essays—students will gain a deeper understanding of the emotional and intellectual experiences that shape the Indian diaspora.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER IV					
	Communication Skills	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Ability Enhancement Course (AEC)-II				
Total Contact Hours	30 Hrs				
Pre-Requisites/ Co-Requisites	Basic English Language				

Course Description:

The learners may be required to give presentations, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learners 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, facilitate teamwork and achieve shared goals.

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 interviews, networking events, customer 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 motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Course Content

Unit I: Presentation and Public Speaking

8 Hrs

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

Unit II: Assertiveness and Confidence Building

7 Hrs

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

Unit III: Teamwork and Collaboration

8 Hrs

Effective collaboration and cooperation, Conflict resolution within a team, Building

trust and fostering a positive team culture

Unit IV: Well-being and Mindfulness

7 Hrs

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

Text Book and References

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

Open Educational Resources:

- [Coursera: Soft Skills for Professionals](#)
- edX: Communication and Soft Skills
- [Khan Academy: Personal Finance and Soft Skills](#)
- [LinkedIn Learning: Soft Skills for Professionals](#)
- MindTools: Soft Skills Articles and Resources
- [YouTube: TEDx Talks on Soft Skills](#)
- SkillsYouNeed: Soft Skills Guides

Learning Experience:

This course will focus on enhancing interpersonal and communication abilities essential for professional success. Through interactive workshops, role-playing exercises, and group activities, students will develop skills in teamwork, conflict resolution, and emotional intelligence. The course will include real-life scenarios and case studies to practice adaptability and critical thinking in dynamic environments.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

FIFTH SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-XIII	SLELBL501	British Literature: 19th Century	3	1	0	4
2	CC-XIV	SLELAL502	American Literature	3	1	0	4
	CC-XV	SLELDL503	Modern European Drama	3	1	0	4
3	Discipline Specific Elective-IV		Choose from the DSE pool of fifth semester	3	1	0	4
4	Discipline Specific Elective-V		Choose from the DSE pool of fifth semester	3	1	0	4
5	Generic Elective-V		One course from Selected Generic Elective	3	1	0	4
6	AEC-III		Managing People and Organization	2	0	0	2
Total Credits							26

SEMESTER V						
SLELBL501	British Literature: 19 th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- XII					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The British Literature: 19th Century course provides a comprehensive examination of the literary movements and key figures that shaped this dynamic period, including Romanticism, Victorian literature, and early modernism. This course is essential for understanding the cultural and social transformations of the 19th century, including industrialization, colonialism, and shifts in gender roles and class dynamics. Through close readings and

critical analysis, students will develop skills in interpreting complex texts, exploring themes such as identity, morality, and social critique.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key historical, cultural, and social contexts that influenced British literature during the 19th century, including the Industrial Revolution and Victorian values.

CO2: Applying literary analysis techniques to examine the works of prominent authors.

CO3: Analyzing the representation of social issues, such as class, gender, and industrialization, in 19th-century literature, and how these issues reflect the complexities of the era.

CO4: Evaluating the impact of literary movements, such as Romanticism and Realism, on the development of narrative forms and styles during the century.

CO5: Creating comparative essays that synthesize insights from various literary works, exploring their interrelationships and contributions to the broader canon of British literature.

Course Content:

UNIT I

15 HOURS

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

UNIT II

15 Hours

Charlotte Bronte: *Jane Eyre*

UNIT III

15 Hours

Charles Dickens: *Hard Times*

UNIT IV

15 Hours

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

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

Christina Rossetti: 'The Goblin Market'

Textbooks:

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

Reference Books:

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

Open Educational Resources:

- **Project Gutenberg:** Major works by Dickens, the Brontës, and Hardy.
[Project Gutenberg](#)
- **Internet Archive:** Diverse collection of 19th-century literature.
[Internet Archive](#)
- **Open University - "Victorian Literature":** Examines key themes and writers.
Open University

Learning Experience:

The British Literature course focusing on the 19th century offers an in-depth examination of a period marked by significant social, political, and technological changes. The course highlights the evolution of the novel as a form, as well as the emergence of poetry movements, including Romanticism and Victorian poetry. Through close readings and contextual analyses, learners critically assess how literature reflects and responds to the era's challenges and transformations. Discussions on literary techniques, character development, and narrative styles foster a deeper understanding of the intricate relationship between literature and society.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V						
SLELAL502	American Literature	L	T	P	C	
Version 1.0		3	1	0	4	

Category of Course	Major- XIII
Total Contact Hours	60 Hrs
Pre-Requisites/ Co-Requisites	

Course Perspective:

The American Literature course offers students a comprehensive survey of the diverse voices and themes that have shaped American literary traditions from the colonial period to the present. This course is essential for understanding the cultural, historical, and social contexts that influence American authors. Students will explore key movements such as Romanticism, Realism, Modernism, and Postmodernism, analyzing how literature reflects and challenges societal norms, identity, and the American experience. By engaging with the rich tapestry of American literature, students will gain a deeper appreciation for its complexities and its impact on contemporary society and global narratives.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key historical and cultural contexts that have shaped American literature from its inception to the present day.

CO2: Applying critical literary theories to analyze major works by influential American authors.

CO3: Analyzing themes of identity, race, gender, and social justice within American literature, exploring how these themes reflect the complexities of American society.

CO4: Evaluating the impact of historical events, such as the American Revolution, Civil War, and Civil Rights Movement, on literary expression and innovation.

CO5: Creating comparative analyses that synthesize insights from various literary movements, such as Transcendentalism, Realism, and Modernism, highlighting their interconnections.

Course Content:

Unit I: Introduction

15 Hours

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

Ralph Waldo Emerson: Excerpts from *The American Scholar*

Unit II: Poetry

15 Hours

Edgar Allan Poe: "The Raven"

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

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

Robert Frost: "The Road Not Taken"

Unit III: Play

15 Hours

Introduction to American Drama, its characteristics and features

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

Unit IV: Novel

15 Hours

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms*

Textbooks:

1. Matthiessen, F.O. *American Renaissance*. Oxford University Press, 1968.
2. McMichel, George. *Concise Anthology of American Literature*. Pearson Education, 2014.

Reference Books:

1. Spiller, Robert. *Literary History of the United States*. Amerind Publishing, 1972.
2. *Writings*. Lambert Academic Publishing, 2012.

Open Educational Resources:

- **Project Gutenberg:** Wide range of American literary classics.
[Project Gutenberg](https://www.gutenberg.org/)
- **Internet Archive:** Diverse collection of American literature and essays.
[Internet Archive](https://www.archive.org/)
- **Open Yale Courses - "American Literature":** Lectures on key authors and movements.
Open Yale Courses

Learning Experience:

The American Literature course offers a dynamic exploration of the diverse voices and narratives that shape the literary landscape of the United States. The course examines central themes such as identity, race, gender, and the American experience, encouraging critical discussions about how historical and cultural contexts influence literary expression. Through

close readings of novels, poetry, and essays, learners analyze stylistic choices and thematic depth, fostering a deeper understanding of the complexities of American life. The integration of various literary movements—such as Transcendentalism, Realism, and Modernism—provides a comprehensive framework for appreciating the evolution of American thought and storytelling.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V						
SLELDL503	Modern European Drama	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	DSC- XVI					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The **Modern European Drama** course offers an in-depth exploration of the dramatic movements and plays that defined European theatre from the late 19th century to the early 20th century. This course examines the innovations in form, structure, and content that emerged as playwrights sought to break away from classical conventions and reflect the social, political, and psychological upheavals of modern life. The course will also consider the evolution of dramatic techniques, including the rise of realism, naturalism, expressionism, and the Theatre of the Absurd.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts of Modern European drama, recognizing key movements such as realism, expressionism, and the Theatre of the Absurd, and their influence on the development of European theatre.

CO2: Applying critical theories to analyze the themes, characters, and structures in plays by major European dramatists like Ibsen, Chekhov, Beckett, and Brecht, exploring the ways these works address existential, social, and political concerns.

CO3: Analyzing the dramatic techniques and stylistic innovations in Modern European plays, identifying how elements such as stage direction, dialogue, and symbolism convey complex ideas about human nature and society.

CO4: Evaluating the cultural and intellectual significance of Modern European drama, assessing how different playwrights respond to historical events, such as industrialization, war, and the rise of existential thought.

CO5: Creating original interpretations of Modern European plays, formulating essays or presentations that explore how specific works challenge traditional theatrical conventions and offer new forms of dramatic expression.

Course Content:

UNIT I **15 lecture hours**

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

UNIT II **15 lecture hours**

Henrik Ibsen: *A Doll's House*

August Strindberg: *Miss Julie* (Methuen)

UNIT III **15 lecture hours**

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

UNIT IV **15 lecture hours**

Anton Chekhov: *The Cherry Orchard*

Textbooks:

1. Becket, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. New York: Grove, 1954.
2. Ibsen, Henrik. *A Doll's House*. Courier Corporation, 1992.
3. Chekhov, Anton. *The Cherry Orchard*. London: Oberon, 2007.
4. Strindberg, August. *Miss Julie and Other Plays*. (Oxford World's Classics) 1st Edition, Michael Robinson (Translator). US: OUP, 1998.

Open Educational Resources:

- **Project Gutenberg:** Access to classic European plays, including works by Ibsen, Chekhov, and Strindberg.
[Project Gutenberg](#)
- **Internet Archive:** A collection of European dramas, critical essays, and historical context on modern theatre movements.
[Internet Archive](#)
- **Open Yale Courses - "Modern Drama":** Free lectures on European modern drama, covering playwrights like Beckett, Brecht, and Pinter.
Open Yale Courses

Learning Experience:

The learning experience in *Modern European Drama* immerses students in the transformative developments in European theatre from the late 19th to the 20th centuries. Students will critically engage with themes like alienation, existentialism, social conflict, and the breakdown of traditional norms. The course encourages in-depth analysis of dramatic techniques, such as character development, stage direction, and the use of symbolism, to understand how playwrights used theatre to challenge conventions and provoke thought about human existence. Collaborative discussions and performance-based analysis will help students appreciate the innovative ways in which modern European drama captures the complexities of modern life and its relevance in contemporary theatre.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester V					
	Managing People and Organisations	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	AEC-III				
Total Contact Hours	30 Hrs				
Pre-requisites/Co-requisites	NA				

Course Outcomes (COs)

- **CO1:** Understand and apply the principles of Transactional Analysis for effective interpersonal interactions.
- **CO2:** Develop interpersonal communication skills and enhance empathy, assertiveness, and social awareness.
- **CO3:** Demonstrate teamwork, collaboration, and feedback processing in group settings.
- **CO4:** Analyze and manage conflict, trust, and influence in professional relationships.
- **CO5:** Understand organizational behavior through motivation, culture, leadership, and negotiation strategies.

Course Content

Session	Topic	Expanded Content Focus	Activities	CO	PSO
1	Introduction to People Skills	Overview of course scope, importance of self-awareness and interpersonal effectiveness in academic and professional life. Introduction to people-centered behaviour and workplace relevance.	Icebreaker + Group Values Exercise	CO 1	PSO 1

2	Transactional Analysis (TA) Basics	Introduction to Eric Berne's model. Understanding Parent, Adult, and Child ego states; identifying types of transactions (complementary, crossed, ulterior); recognizing life positions (I'm OK – You're OK).	TA Role-play, Ego Quiz	CO 1	PSO 1
3	Strokes & Life Positions	Concepts of recognition hunger, positive and negative strokes, impact of internal dialogue. Reaffirming life positions and fostering self-worth through conscious reinforcement.	Self-reflection sheet	CO 1	PSO 2
4	Assertive vs Aggressive	Differentiating passive, aggressive, and assertive styles. Identifying behavioural cues and practicing verbal/non-verbal assertiveness techniques for conflict-free expression.	Assertiveness Practice Drill	CO 2	PSO 2
5	Interpersonal Communication	Emphasis on active listening, empathetic feedback, and perspective-taking. Understanding barriers to communication and how empathy influences team behaviour.	Empathy Circles	CO 2	PSO 2
6	Relationships & Social Behavior	Exploring trust-building, establishing healthy boundaries, social contracts, and relational transparency. Recognizing signs of toxic vs supportive social behavior.	Case-based Discussion	CO 2	PSO 1
7	Group & Team Dynamics	Exploring Tuckman's stages of team development (Forming, Storming, Norming, Performing). Roles people play in teams, synergy, and team cohesion.	Team Exercise – Marshmallow Challenge	CO 3	PSO 1

8	Effective Teams & Feedback	Identifying feedback blind spots, Johari Window application, effective feedback loops. Emphasizing constructive critique, peer appreciation, and growth mindset.	360° Feedback Activity	CO 3	PSO 2
9	Conflict Styles & Resolution	Thomas-Kilmann Conflict Mode Instrument (TKI): Competing, Avoiding, Accommodating, Collaborating, Compromising. Application of conflict resolution models in personal and professional settings.	Conflict Style Quiz + Scenario Roleplay	CO 4	PSO 2
10	Influence & Trust	Examining influence mechanisms (authority, credibility, reciprocity), power dynamics, and the behavioral science behind trust-building in interpersonal and team contexts.	Trust Fall + Influence Mapping	CO 4	PSO 1
11	Collaboration & Motivation	Dissecting intrinsic vs extrinsic motivators. Applying Maslow's and Herzberg's theories. Understanding motivational alignment in team and leadership settings.	Motivation Self-test	CO 5	PSO 2
12	Psychological Safety	Understanding team psychological safety, signs of burnout, and emotional triggers. Encouraging vulnerability, shared goals, and inclusive culture for open communication.	Psychological Safety Diagnostic	CO 5	PSO 3
13	Organizational Culture	Defining organizational culture and subculture. Analyzing Google vs Amazon work culture case to understand morale, inclusivity, and value systems.	Culture Case Study: Google vs Amazon	CO 5	PSO 3

14	Leadership & Change	Exploring leadership styles (transformational, servant, transactional), managing people through change, resistance management, and emotional intelligence in leadership.	Leadership Styles Activity	CO 5	PSO 1
15	Negotiation & Persuasion	Introduction to BATNA, ZOPA, and Harvard's principles of negotiation. Understanding influence tactics and win-win frameworks in professional settings.	Mock Negotiation Simulation	CO 5	PSO 3

Evaluation Scheme

Component	Weightage
Peer Feedback & Team Activities	20%
Conflict Case Analysis	15%
Communication Skills Practical	15%
Organizational Behavior Reflection	20%
Final Simulation (Leadership or Negotiation)	30%

Suggested Readings & Resources

- Eric Berne – *Games People Play*
- Dale Carnegie – *How to Win Friends and Influence People*
- Patrick Lencioni – *The Five Dysfunctions of a Team*

Harvard Business Review – *On Emotional Intelligence, On Teams*

SIXTH SEMESTER							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	CC-XVI	SLELBL601	British Literature: 20th Century	3	1	0	4
2	CC-XVII	SLELLT602	Literary Theory	3	1	0	4
3	CC-XVIII	SLELRM603	Research Methodology	3	1	0	4
4	Discipline Specific Elective-VI		Choose from the DSE pool of sixth semester	3	1	0	4
5	Generic Elective-VI		One course from Selected Generic Elective	3	1	0	4
6	AEC-IV		Professional Employability	2	0	0	2
7	Research Project	SLELRP604	Research Project	1	0	0	6
Total credits							28

SEMESTER VI						
SLELBL601	British Literature: 20 th Century	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Major- XV					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The British Literature: 20th Century course offers a deep exploration of the diverse literary movements and key authors that defined this transformative period. This course is essential for understanding the cultural, historical, and political contexts that shaped literature throughout the century, including the impacts of World Wars, colonialism, and societal changes. Through close readings and critical analysis, students will develop skills in interpreting complex texts and exploring themes such as identity, alienation, and the

fragmentation of experience. By engaging with the rich tapestry of 20th-century literature, students will gain insights into its lasting influence on contemporary literature and thought.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key historical, cultural, and social contexts that influenced British literature throughout the 20th century, including the impact of the World Wars, modernism, and postmodernism.

CO2: Applying literary analysis techniques to explore the works of significant authors and focusing on their themes, styles, and innovations.

CO3: Analyzing the representation of identity, class, gender, and cultural conflict in 20th-century literature, examining how these themes reflect societal changes and challenges.

CO4: Evaluating the evolution of literary movements, including Modernism, the Bloomsbury Group, and Postmodernism, and their influence on narrative techniques and genre experimentation.

CO5: Creating comparative essays that synthesize insights from various literary works, exploring intertextual connections and the influence of historical events on literary production.

Course Content

UNIT I

15 Hours

Various Literary Movements in the 20th Century: Modernism, Psychoanalysis, Stream of Consciousness, The Avant Garde & Post-modernism; Women's Movement in the early 20th Century.

UNIT II

15 Hours

Joseph Conrad: *Heart of Darkness*

UNIT III

15 Hours

Virginia Woolf: *Mrs. Dalloway*

UNIT IV

15 Hours

T.S. Eliot: "The Love Song of J. Alfred Prufrock"
W.B. Yeats: "The Second Coming"

Textbooks:

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

2. Woolf, Virginia. *Mrs. Dalloway*. Oxford World's Classics; 2008
3. Eliot, T.S. *POEMS*. New York Alfred A. Knopf 1920

Reference Books:

1. Joseph Conrad's *Heart of Darkness* (English), Mohit K. Ray, The Atlantic Critical Studies, 2006
2. Lawrence: Sons and Lovers, J P Stern, Michael Black M.D., D H Lawrence, Lawrence, Stern, Black, Cambridge University Press, 1992.
3. Virginia Woolf (Authors in Context) (Oxford World's Classics), Michael H. Whitworth, OUP Oxford; Reissue edition (23 April 2009)

Open Educational Resources:

- **Project Gutenberg:** Key works by Woolf, Joyce, and Eliot.
[Project Gutenberg](#)
- **Internet Archive:** Diverse collection of 20th-century literature.
[Internet Archive](#)
- **Open University - "Modern and Contemporary Literature":** Explores themes and authors from the 20th century.
Open University

Learning Experience:

The British Literature course focusing on the 20th century offers a dynamic exploration of the literary movements and cultural transformations that defined this period. Through close readings of novels, poetry, and essays, learners analyze innovative narrative techniques and stylistic shifts, gaining insight into how literature reflects societal changes and challenges conventional norms. The course fosters critical discussions about the role of literature in addressing issues of race, gender, and class, encouraging students to consider the broader implications of the texts they study.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER VI				
SLELLT602	Literary Theory	L	T	P C

Version 1.0		3	1	0	4
Category of Course	Major- XVI				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Literary Theory course provides students with a foundational understanding of the major theoretical frameworks and critical approaches that have shaped literary studies. Covering a range of perspectives—including formalism, structuralism, post-structuralism, feminism, Marxism, psychoanalysis, and postcolonial theory—this course is essential for developing critical thinking and analytical skills. Students will engage with key texts and theorists, learning how to apply various theories to literary works, enhancing their ability to interpret and critique literature from diverse angles.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the foundational concepts and key movements in literary theory, including structuralism, post-structuralism, Marxism, feminism, and psychoanalysis.

CO2: Applying various theoretical frameworks to analyze and interpret literary texts, demonstrating how different approaches can yield diverse readings and meanings.

CO3: Analyzing the evolution of literary theory and its relationship to cultural and historical contexts, exploring how theory influences literary criticism.

CO4: Evaluating the strengths and limitations of different literary theories, considering their applicability to specific texts and genres.

CO5: Creating critical essays that synthesize insights from multiple theoretical perspectives, articulating nuanced arguments about literature and its societal implications.

Course Content:

Unit I 15 Hours

Literary Theory: An Introduction
Terry Eagleton: “What is Literature?”

Unit II 15 Hours

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

Unit III 15 Hours

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

Unit IV

15 Hours

Feminism: Mary Wollstonecraft's *A Vindication of the Rights of Women*

Elaine Showalter: *Twenty Years on: "A Literature of Their Own" Revisited*

Textbooks:

1. David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.
2. Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.
3. Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

Reference Books:

1. Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

Open Educational Resources:

- ☐ **Project Gutenberg**: Foundational texts in literary theory.
[Project Gutenberg](#)
- ☐ **Internet Archive**: Wide range of books on literary theories.
[Internet Archive](#)
- ☐ **Open Yale Courses - "Introduction to Theory of Literature"**: Lectures on key concepts.
Open Yale Courses

Learning Experience:

The Literary Theory course provides students with a comprehensive framework for understanding and analyzing literature through various critical lenses. By exploring foundational theories such as structuralism, post-structuralism, feminism, Marxism, psychoanalysis, and postcolonialism, students learn to engage with texts on multiple levels. The course encourages close readings and critical discussions, enabling learners to unpack complex themes, cultural contexts, and the underlying assumptions that shape literary works.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
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Weightage (%)	30	20	50
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SEMESTER VI					
SLELRM603	Research Methodology	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Major- XVII				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Research Methodology course equips students with essential skills and techniques for conducting effective research across various disciplines. This course is vital for understanding the principles of qualitative and quantitative research, research design, data collection methods, and ethical considerations. Students will learn to formulate research questions, develop hypotheses, and select appropriate methodologies, whether for literature reviews, surveys, interviews, or experimental studies. Through practical exercises and project work, students will enhance their analytical and critical thinking skills, enabling them to evaluate sources and data critically.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key concepts and significance of research methodology, including the different types of research, research approaches, and the scientific method.

CO2: Applying appropriate research methods and strategies to define research problems, formulate hypotheses, and design effective research processes.

CO3: Analyzing literature surveys and data collection methods, assessing the quality of sources, and identifying ethical considerations in research practices.

CO4: Evaluating various research designs and analytical techniques, including multivariate analysis and hypothesis testing, to determine the best approach for specific research questions.

CO5: Creating structured research papers that adhere to academic standards, incorporating literature reviews, citation methods, and ethical research practices.

Course Content:

Unit I: Research Methodology: An Introduction

15 Hours

Objectives and motivation of research - Types of research - Research approaches - Significance of research - Research methods verses methodology - Research and scientific method - Importance of research methodology - Research process - Approaches of investigation of solutions for research problem, data collection, analysis, interpretation, necessary instrumentations- Criteria of good research. Defining the research problem: Definition of research problem - Problem formulation - Necessity of defining the problem - Technique involved in defining a problem

Unit II: Literature Survey and Data Collection

15 Hours

Importance of literature survey - Sources of information - Assessment of quality of journals and articles - Information through internet. Effective literature studies approaches, analysis, plagiarism, and research ethics. Data - Preparing, Exploring, examining and displaying.

UNIT III: Research Design and Analysis

15 Hours

Meaning of research design - Need of research design - Different research designs - Basic principles of experimental design - Developing a research plan - Design of experimental set-up - Use of standards and codes. Overview of Multivariate analysis, Hypotheses testing and Measures of Association. Presenting Insights and findings using written reports and oral presentation.

Unit IV: Interpretation and Report Writing

15 Hours

Meaning of Interpretation, Why Interpretation? Technique of Interpretation: Precaution in Interpretation .Significance of Report Writing Different Steps in Writing Report Layout of the Research Report ,Types of Reports ,Oral Presentation, Writing a Research Report Precautions for Writing Research Reports. Structure of a Research paper; Literature Review; Citation methods.

Textbooks:

1. Uwe Flick” Introducing Research Methodology” Sage Publications (Latest Edition)
2. MLA handbook for Writers of Research Papers: Latest edition The Chicago Manual of Style: Latest edition
3. Academic Writing: A Handbook for International Students: Stephen Bailey

Reference Books:

1. Kothari C.K. (2004), 2/e, Research Methodology, - Methods and Techniques (New Age International, New Delhi)
2. Kumar K. L.' (1997), Educational Technology, New Age International (P) Ltd., New Delhi

Open Educational Resources:

- [Coursera: Research Methods](#)
- edX: Quantitative Research Methods
- OpenLearn: Understanding Research Methods

Learning Experience:

The Research Methodology course will provide students with a comprehensive understanding of the principles and techniques involved in conducting research in various fields, particularly in economics and social sciences. The course will employ a mix of lectures, workshops, and hands-on projects to teach students about different research designs, data collection methods, and analytical techniques. Through case studies and group discussions, students will critically evaluate existing research and learn to formulate research questions and hypotheses. Assessment will include research proposals, presentations, and practical assignments that require students to apply methodologies to real-world problems.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester VI						
	Professional Employability	L	T	P	C	
Version 1.0		2	0	0	2	
Category of Course	Ability Enhancement Course-IV					
Total Contact Hours	30 Hrs					
Pre-requisites/Co-requisites	Basic Algebra					

Course Perspective:

This course is strategically designed to foster employability by equipping students with essential skills in aptitude, communication, personal branding, and professional behavior.

Rooted in industry-specific demands and global expectations, the program integrates mock placement simulations, digital portfolio development, and structured evaluation to bridge the gap between academic learning and professional readiness.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Developing a digital professional identity through optimized LinkedIn profiles, customized resumes, and tailored cover letters, showcasing readiness for industry and entrepreneurship.

CO2: Applying quantitative, analytical, and verbal reasoning skills to solve placement-oriented problems, enhancing employability through structured problem-solving approaches.

CO3: Demonstrating effective communication and writing skills, including professional email drafting, paragraph structuring, and vocabulary enhancement, aligning with workplace expectations.

CO4: Displaying confidence, ethical behavior, and professional etiquette during group discussions, mock interviews, and public interactions, reflecting leadership and responsible citizenship.

CO5: Building experiential and outcomes-based learning through practical simulations and peer-reviewed exercises that promote critical thinking, self-assessment, and continuous improvement.

Course Content:

Unit I: Professional Branding & Profiling

8 Hours

- **Session 1:** Digital Profile Workshop & Photoshoot
- **Session 4:** Resume & Cover Letter Writing Workshop
- **Session 6:** Resume & Cover Letter Submission & Feedback
- **Session 14:** Mock Interview + Video Resume Workshop
- **Session 15:** Mock PI Round + Student Video Resume Showcase

Unit II: Quantitative & Analytical Reasoning Practice

8 Hours

- **Session 2:** Ratio, Proportion, Averages, Percentages & Shortcuts
- **Session 5:** Number & Alphabet Series, Divisibility & Patterns
- **Session 8:** Time, Work, Time-Speed-Distance & Shortcuts

- **Session 11:** Remainders, Unit Digits & Last Two Digits
- **Session 12:** Profit, Loss, S.I., C.I., Discounts & Shortcuts

Unit III: Communication Mastery & Etiquette

7 Hours

- **Session 3:** Vocabulary Quest – Word Power Enhancement
- **Session 9:** Email Etiquette + Paragraph Writing Workshop
- **Session 10:** Professional Etiquette + Body Language Workshop

Unit IV: Placement Simulation, Engagement & Evaluation

7 Hours

- **Session 7:** Company-Specific Test-1 + Discussion
- **Session 13:** Group Discussion Workshop + Mock GD Rounds
- **Session 14:** Mock Interview + Video Resume Workshop
- **Session 15:** Mock PI Round + Student Video Resume Showcase

Textbooks:

1. Rao, M. S. *Soft Skills: Enhancing Employability and Career Growth*. I.K. International Publishing House Pvt. Ltd., 2023.
2. Aggarwal, R. S. *Quantitative Aptitude for Competitive Examinations*. S. Chand Publishing, 2024.

Reference Books:

1. Locker, Kitty, and Stephen Kaczmarek. *Business Communication: Building Critical Skills*. 8th ed., McGraw-Hill Education, 2023.
2. McDowell, Gayle Laakmann. *Cracking the Coding Interview: 189 Programming Questions and Solutions*. 6th ed., CareerCup, 2022.
3. Carnegie, Dale. *How to Win Friends and Influence People*. Reprint ed., Simon & Schuster, 2023.
4. Lewis, Norman. *Word Power Made Easy*. Goyal Publishers, 2022.
5. Ramasamy, E. S. *Campus Recruitment: Complete Reference*. McGraw-Hill Education, 2023.
6. Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Updated ed., Simon & Schuster, 2020.

Open Educational Resources:

- Career Planning and Job Search – OpenLearn (The Open University)
<https://www.open.edu/openlearn/money-business/career-planning-and-job-search>
- Professional and Technical Writing – Purdue Online Writing Lab (OWL)
https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/index.html
- Quantitative Reasoning – Lumen Learning
<https://courses.lumenlearning.com/waymakermath4libarts/>

Learning Experience:

The course offers a practical and skill-based learning experience focused on enhancing employability. It equips students with essential competencies in communication, aptitude, professional behavior, and personal branding. Hands-on sessions such as resume building, mock interviews, group discussions, and placement simulations prepare learners for real-world job scenarios. Structured practice in quantitative reasoning and professional writing further strengthens their readiness for the workplace. Overall, the course promotes confidence, critical thinking, and industry-aligned professionalism.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER VI							
SLELRP604	Research Project			L	T	P	C
Version 1.0				1	0	0	6
Category of Course							
Total Contact Hours							
Pre-Requisites/ Co-Requisites							

Description: Students are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the sixth

semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars.

The following guidelines may be followed during the preparation of the thesis.

1. Selecting a Topic

Choose a topic that interests you and has a clear connection to the course themes or the field of English literature. Ensure your topic is specific and manageable. Ensure there are enough scholarly resources (books, journal articles, etc.) available to support your research.

2. Formulating a Research Question

Your research question should be concise and clearly define what you aim to explore or argue. Avoid descriptive questions; aim for analytical ones that encourage deeper exploration. Ensure that your research question allows for a debatable thesis or argument.

3. Conducting Research

Begin with the text(s) you are analyzing (novels, plays, poems, etc.). Make sure to engage with the original text closely. Use academic journals, books, and scholarly databases like JSTOR, Project MUSE, and Google Scholar to find critical essays, analyses, and scholarly discussions related to your topic. Prioritize scholarly sources from reputable journals and publishers. Avoid using non-academic websites, blogs, or sources without academic peer review.

4. Creating an Outline

Clearly state your research question, objectives, and the significance of your study. Briefly summarize key scholarly perspectives on your topic, highlighting gaps your research intends to address. Outline your approach (e.g., close reading, historical context, comparative analysis) and the texts or themes you will focus on. Organize your arguments into sections or chapters, each dedicated to a specific aspect of your thesis. Each section should contribute to your overall argument. Summarize your findings and the significance of your research. Suggest areas for further study if applicable.

5. Writing the Draft

Maintain a logical flow of ideas, with clear transitions between sections. Don't merely summarize the texts; critically analyze them in relation to your research question. Offer original insights or interpretations. Properly cite all sources using the required citation style (e.g., MLA, APA, Chicago). Be consistent and accurate in referencing quotes, paraphrases, and ideas.

6. Revising and Editing

Check if your argument is coherent and well-supported. Ensure each paragraph contributes to your thesis. Proofread for clarity, grammar, spelling, and punctuation.

Ensure your writing is formal, academic, and free of jargon. If possible, have a peer or mentor review your paper for feedback on content and structure.

7. Formatting and Presentation

Adhere to any specific formatting or submission guidelines provided by your instructor (font size, margins, spacing, etc.). Include a title that accurately reflects your research and an abstract (if required) that summarizes your project in 150-200 words.

8. Citing Sources

Use the citation style required by your instructor (MLA, APA, Chicago). Make sure all sources are cited in-text and listed in the Works Cited/References section. Ensure all paraphrased material and direct quotes are properly cited to avoid plagiarism. Use plagiarism checkers if necessary.

9. Submission

Submit your research project on time, adhering to any deadlines set by your course. Before submission, review the guidelines and ensure your work is complete, formatted correctly, and free of errors.

ANNEXURE-I

DISCIPLINE SPECIFIC ELECTIVE

Semester Third							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Major-Discipline Specific Elective	SLELDL304	Dalit Literature	3	1	0	4
2	Major-Discipline Specific Elective	SLELIW305	Indian Writing in English Translation	3	1	0	4
3	Major-Discipline Specific Elective	SLELWL306	World Literature	3	1	0	4

SEMESTER III						
SLELDL304	Dalit Literature	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Discipline Specific Elective (DSE)					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The **Dalit Literature** course explores the literary expressions of the Dalit community, focusing on their experiences of oppression, resistance, and the quest for social justice. This course delves into the powerful narratives that emerged in response to the systemic caste-based discrimination in India, examining both autobiographical and fictional works written by Dalit authors. The course emphasizes the intersection of literature with social movements, encouraging students to critically examine the ways in which Dalit writers use language as a tool for resistance and empowerment. By reading across genres, including poetry, prose, and autobiography, students will gain a deeper understanding of the socio-political context that shapes Dalit literature and its ongoing relevance in contemporary discourse on inequality and justice.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and social contexts of Dalit literature, recognizing its roots in the caste system and the ways it reflects the lived experiences of Dalit communities.

CO2: Applying critical theories of caste, identity, and resistance to analyze Dalit literary texts, exploring how authors challenge traditional power structures through their narratives.

CO3: Analyzing the themes, language, and narrative techniques used in Dalit literature, breaking down how these elements represent marginalization, oppression, and social justice.

CO4: Evaluating the impact of Dalit literature on social and political movements, assessing its role in raising awareness, advocating for change, and reshaping the discourse on caste and equality.

CO5: Creating original analyses and essays that synthesize Dalit literary works, exploring their contributions to broader discussions on identity, social exclusion, and human rights.

Course Content:

Unit I	15	Lecture
Hours		

What is Dalit literature, Critique of caste system, Dalit Consciousness, Marginality, Subalternity, Resistance, and Protest

Unit II	15	Lecture
Hours		

Premchand: "Thakur's Well"

Bandhu Madhav: "The Poisoned Bread"

Unit III	15 Lecture Hours
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Bama Faustina Soosairaj: Sangati (Trans. Lakshmi Holmstrom)

Unit IV	15 Lecture Hours
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1. Namdeo Dhasal: "Man, You should Explode" (from A Current of Blood, 2007, edited by Dilip Chitre)

2. Siddalingaiah: "My people" (from A String of Pearls (1990) edited by H S Shivaprakash and K S Radhakrishna)

3. Basudev Sunani: "Prayer" (from Cast Out, 2008)

Textbooks:

1. Ambedkar, B. R. Annihilation of Caste. The Annotated Critical Edition, Navayana, 2014.
2. Gopal Guru, editor. Dalit Cultural Movement and the Making of Modern India. Oxford UP, 2022.

3. Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Translated by Alok Mukherjee, Orient Blackswan, 2004.
4. Ilaiah, Kancha. *Why I Am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy*. 2nd ed., Samya, 2005.

Reference Books:

1. Thorat, Sukhadeo, and Aryama, editors. *Ambedkar in Retrospect: Essays on Economics, Politics, and Society*. Rawat Publications, 2007.
2. Valmiki, Omprakash. *Joothan: A Dalit's Life*. Translated by Arun Prabha Mukherjee, Columbia UP, 2003.
3. Ravikumar, and R. Azhagarasan, editors. *The Oxford India Anthology of Tamil Dalit Writing*. Oxford UP, 2012.
4. Dangle, Arjun, editor. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan, 1992.
5. Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan, 2006.

Open Educational Resources:

- **Project Gutenberg:** A collection of early works by Dalit writers, including texts that explore caste, oppression, and social justice.
[Project Gutenberg](#)
- **Internet Archive:** Access to a wide range of Dalit literature, including autobiographies, short stories, and critical essays on caste and identity.
[Internet Archive](#)
- **Open Access Journal - "Dalit Studies":** Scholarly articles and research papers on Dalit literature, caste politics, and social movements.
Dalit Studies Journal

Learning Experience:

The learning experience in *Dalit Literature* offers students an in-depth exploration of the literary works emerging from Dalit communities, shedding light on their struggles, resistance, and quest for social justice. Students will engage with texts that reflect the lived experiences of Dalits, focusing on themes of caste-based oppression, identity, and social exclusion. By analyzing works in various forms—autobiographies, short stories, poetry, and novels—students will gain insight into the role of literature as a tool for social critique and empowerment. The course fosters critical discussions about the intersection of literature and social movements, highlighting the ways Dalit writers challenge dominant cultural narratives and expose the systemic inequalities of the caste system.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
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Weightage (%)	30	20	50
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SEMESTER III					
SLELIW305	Indian Writing in English Translation	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The **course Indian Writing in English Translation** typically aims to provide students with an understanding of the dynamics of translation, while also examining how Indian writers engage with the English language to communicate the essence of their native cultures. This area of study not only focuses on the linguistic elements of translation but also incorporates cultural, historical, and philosophical dimensions.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical, cultural, and linguistic contexts of Indian literature in translation, recognizing how translation shapes the meaning and reception of original texts.

CO2: Applying translation theory and strategies to analyze the transformation of works from various Indian languages into English, exploring issues of fidelity, loss, and adaptation.

CO3: Analyzing the impact of translation on the representation of identity, language, and culture in Indian literature, critically evaluating how translation reflects or distorts original meanings.

CO4: Evaluating the effectiveness and limitations of specific translations, considering how translators balance linguistic accuracy with cultural and literary nuances in the context of Indian writing.

CO5: Creating comparative analyses of Indian literary works in their original language(s) and English translations, exploring differences in themes, style, and cultural representation.

Course Content:

Unit I : Novel**15 Lecture Hours**

G. KalyanRao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)

Unit II: Short Stories**15 Lecture Hours**

Ismat Chughtai: *Lihaf* (The Quilt)
Fakir Mohan Senapati: *Rebati*

Unit III: Drama**15 Lecture Hours**

Girish Karnad: *Nagamandala*

Unit IV: Poetry**15 Lecture Hours**

1. Faiz Ahmad Faiz. "Don't Ask Me for that Love Again", "A Prison Evening", "We who were Executed" and "In Search of Vanished Blood." Available in *The Rebel Silhouette*. 3rd Impression. Trans. Agha Shahid Ali (Delhi: Oxford University Press, 2005).
2. Namdeo Dhasal. "Hunger" I Slew the Seven Horses of the Chariot of the Sun" translated by Dilip Chitre (Delhi: Narayana 2007).
3. Suryakant Tripathi 'Nirala'. "Remembering Saroj." Available in *A Season on the Earth: Selected Poems of Nirala*. Trans. & Ed. David Rubin (Delhi: Oxford University Press, 2003).

Textbooks:

1. Chughtai, Ismat. *The Quilt & Other Stories*. Sheep Meadow Press, 1994.
2. Meenakshi Mukherjee, *Realism and Reality: The Novel and Society in India*, Delhi: Oxford University Press, 1994 rpt.
3. Sheldon I. Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, California: Univ. of California Press, 2003.
4. K. Satchidanandan, *Indian Literature: Positions and Propositions*, Delhi: Pencraft, 1999.
5. Sisir Kumar Das (ed.), *History of Indian Literature*, Vol I-X, Delhi: Sahitya Akademi, 1995.
6. Tiwari, Shubha. Ed. (2005) *Indian Fiction in English Translation*, New Delhi, India, Atlantic Publishers and Distributors.

Reference Books:

1. Priya Joshi, *In Another Country*, Delhi: Oxford University Press, 2002.
2. K.M. George, *Comparative Indian Literature*, Delhi: Macmillan, 1984.
3. Sujit Mukherjee, *A Dictionary of Indian Literature: Beginnings-1850* (Hyderabad: Orient Blackswan, 1999).
4. Tutun Mukherjee, ed., *Girish Karnad's Plays: Performance and Critical Perspectives*, Delhi: Pencraft, 2008.

5. Ananda Lal, ed., *Theaters of India: A Concise Companion*, Delhi: Oxford University Press, 2009.

Open Educational Resources:

- **Project Gutenberg:** Classic Indian literary works translated into English, such as stories by Rabindranath Tagore and other regional writers.
[Project Gutenberg](#)
- **Internet Archive:** A diverse collection of Indian literature in translation, including works by authors like Ismat Chughtai, R.K. Narayan, and Kamala Das.
[Internet Archive](#)
- **Open Access Journal - "Translation Studies":** Scholarly articles on the theory and practice of translation, with a focus on Indian literature and multilingualism.
Translation Studies Journal

Learning Experience:

The learning experience in *Indian Writing in English Translation* allows students to explore the rich diversity of Indian literature through the lens of translation, bridging linguistic and cultural divides. By studying texts originally written in various Indian languages and later translated into English, students gain insight into how language, meaning, and cultural nuances are navigated and transformed in the process of translation. The course encourages critical discussions on the challenges and ethical dilemmas of translation, such as fidelity, interpretation, and the loss or enhancement of meaning.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER III						
SLELWL306	World Literature	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Discipline Specific Elective (DSE)					
Total Contact Hours	60 Hrs					
Pre-Requisites/ Co-Requisites						

Semester Fourth							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Major-Discipline Specific Elective	SLELCL404	Children's Literature	3	1	0	4
2	Major-Discipline Specific Elective	SLELEL405	English Language Teaching	3	1	0	4
3	Major-Discipline Specific Elective	SLELIP406	Indian Partition Literature	3	1	0	4

CHILDREN'S LITERATURE

SLELCL404	Children's Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Children's Literature course explores the rich and diverse world of literature written for and about children, examining its evolution, themes, and cultural significance. This course is essential for understanding how children's literature reflects societal values, developmental psychology, and the imagination of young readers. Students will engage with a range of texts, including picture books, fairy tales, chapter books, and contemporary young adult fiction, analyzing the narratives, illustrations, and pedagogical elements that resonate with children.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts of children's literature, including its evolution and significance in shaping childhood experiences and values.

CO2: Applying critical reading and analytical skills to evaluate the themes, characters, and narratives in key texts from various authors and genres.

CO3: Analyzing the role of illustrations and visual storytelling in enhancing the literary experience and conveying messages in children's literature.

CO4: Evaluating the moral and ethical lessons presented in children's books, discussing how these lessons impact young readers' understanding of complex social issues.

CO5: Creating engaging lesson plans or activities that utilize children's literature to foster literacy, creativity, and critical thinking skills among young readers.

Course Content:

Unit-I: 15 Hours

Roald Dahl: Fantastic Mr Fox

Antoine de Saint-Exupéry: The Little Prince

Unit-II: 15 Hours

The Crossover by Kwame Alexander

Unit-III: 15 Hours

Wonder by R.J. Palacio

Unit-IV: 15 Hours

Flute in the Forest by Leela Gaur Broome

The Blue Umbrella by Ruskin Bond

The Complete Fairy Tales of Charles Perrault by Charles Perrault.

Textbooks:

1. *Roald Dahl: A Biography*, Student Store Bareilly, 2022.
2. *The Roald Dahl Treasury*, Maple Press Pvt. Ltd., 2015.
3. *The Little Prince: A New Translation*, Vikas Publishing House Pvt. Ltd., 2017.
4. *The Little Prince: 75th Anniversary Edition*, Random House UK, 2022.
5. *Kwame Alexander: An Author's Journey*, Cengage India Private Limited, 2023.
6. *Poetry for Young People: Kwame Alexander*, Student Store Bareilly, 2024.

Reference Books:

1. *The Wonder of Wonder: A Study of the Book*, Maple Press Pvt. Ltd., 2023.
2. *We're All Wonders: A Story for Young Readers*, Vikas Publishing House Pvt. Ltd., 2022.
3. *Indian Children's Literature: A Critical Overview*, Random House UK, 2021.
4. *Folktales from India: A Selection of 80 Short Stories*, Cengage India Private Limited, 2018.
5. *Ruskin Bond: A Biography*, Student Store Bareilly, 2023.

6. *Ruskin Bond's Short Stories*, Maple Press Pvt. Ltd., 2024.

Open Educational Resources:

- **Project Gutenberg:** Classic children's books by authors like Carroll and Burnett.
[Project Gutenberg](#)
- **Internet Archive:** Diverse collection of children's literature and fairy tales.
[Internet Archive](#)
- **OpenLearn - "Children's Literature: A Key Stage 2 Guide":** Insights into key themes and texts.
OpenLearn

Learning Experience:

The Children's Literature course offers a captivating exploration of literary works created for young audiences, examining the themes, styles, and cultural contexts that shape this genre. Through critical analysis, learners explore how children's literature reflects and influences childhood experiences, societal values, and moral lessons. The course also addresses the importance of illustrations, storytelling techniques, and the role of literature in fostering imagination and creativity. By participating in discussions, creative projects, and readings, students develop a deeper appreciation for the impact of children's literature on development and education.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

ENGLISH LANGUAGE TEACHING

SLELEL405	English Language Teaching	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-					

Requisites	
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Course Perspective:

The English Language Teaching (ELT) course equips students with the skills and knowledge necessary for effective teaching of English as a second or foreign language. This course is essential for understanding language acquisition theories, teaching methodologies, and curriculum design, providing a comprehensive overview of the pedagogical approaches used in ELT. Students will explore various aspects of language instruction, including lesson planning, assessment techniques, and the use of technology in the classroom.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the key theories and methodologies of English language teaching, including communicative language teaching, task-based learning, and content-based instruction.

CO2: Applying effective lesson planning techniques to design engaging and inclusive English language lessons that cater to diverse learning needs and styles.

CO3: Analyzing learner needs and language proficiency levels to tailor instructional strategies and materials that enhance language acquisition and retention.

CO4: Evaluating the effectiveness of various assessment tools and techniques, including formative and summative assessments, in measuring language proficiency and learning outcomes.

CO5: Creating interactive and motivating classroom activities that promote all four language skills: listening, speaking, reading, and writing, fostering a supportive learning environment.

Course Content:

UNIT I

15 Hours

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

UNIT II

15 Hours

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

UNIT III

15 Hours

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

UNIT IV

15 Hours

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

Textbooks:

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching*
3. *English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Reference Books:

1. Adrian Doff, *Teach English: A Training Course for Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
2. *Business English* (New Delhi: Pearson, 2008).
3. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
4. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

Open Educational Resources:

- **British Council - "Teaching English":** Resources and courses for English teachers.
British Council
- **OpenLearn - "Teaching English: An Introduction":** Introductory course on teaching methods.
OpenLearn

□ **Coursera - "Teaching English to Young Learners":** Strategies for teaching English to children.

[Coursera](#)

Learning Experience:

The English Language Teaching (ELT) course offers a comprehensive framework for understanding effective teaching methodologies and strategies for teaching English as a second or foreign language. Students explore key concepts such as language acquisition theories, curriculum design, lesson planning, and assessment techniques. Through practical applications, including micro-teaching sessions and peer feedback, learners develop essential skills in creating engaging and inclusive learning environments. The course also emphasizes the importance of cultural awareness and adapting teaching practices to meet the diverse needs of learners.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

INDIAN PARTITION LITERATURE

SLELIP406	Indian Partition Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Indian Partition Literature course examines the profound impact of the 1947 partition of India into India and Pakistan, focusing on the narratives, themes, and emotional landscapes that emerged in the wake of this historical event. This course is essential for understanding the complexities of identity, trauma, displacement, and communal violence as portrayed in the works of authors. Students will explore a variety of literary forms, including novels, short

stories, poetry, and memoirs, analyzing how these texts reflect personal and collective experiences of loss, migration, and the quest for belonging.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical context and significance of the Indian Partition of 1947, including its impact on society, culture, and identity in the subcontinent.

CO2: Applying critical reading strategies to analyze key literary works that address the Partition, exploring themes of displacement, trauma, and memory.

CO3: Analyzing the representation of communal tensions and personal narratives in Partition literature, considering how different authors portray the complexities of this historical event.

CO4: Evaluating the role of gender in Partition narratives, examining how women's experiences and voices are depicted in various texts and their significance in the broader discourse.

CO5: Creating comparative analyses that explore the similarities and differences between literary representations of the Partition across different genres and languages.

Course Content:

Unit I: Introduction to Partition Literature (Non-Fictional Elements) 15 Hours

History of Partition, Partition Literature, Two-nation theory, Regions affected by partition.

“Women” by Urvashi Butalia

Unit II: Novel

15 Hours

Cracking India by Bapsi Sidhwa

Unit III: Poems about Partition of 1947

15 Hours

“Subh-e-Azaadi” by Faiz Ahmed Faiz, “Partition” by W.H. Auden, “Go where you will – I shall remain on Bengal's shores” by Jibanananda Das

Unit IV:

15 Hours

“Khol Do” and “Thanda Gosht” by Sadat Hasan Manto, “Lajwanti” by Rajinder Singh Bedi

Textbooks:

1. Egyankosh: <https://egyankosh.ac.in/bitstream/123456789/39676/1/Unit-1.pdf>
2. Puri, Kavita. *Partition Voices: Untold British Stories*. Bloomsbury Publishing, 2022.
3. Asaduddin, M. "Fiction as History: Partition Stories", *Pangs of Partition*. Vol.2, Eds. Settara S and Gupta I. B. New Delhi: Manohar, 2002.
4. Singh, K. "Train to Pakistan", New York: Grove Weidenfeld, 1956.

Reference Books:

1. Sidhwa, B. "Cracking India, Minneapolis: Milkweab Publication, 1991.
2. Patole, Dr. Raju J. "Partition: History and Fictional Ingenuity". Lulu.com.
3. Mishra, Manoj Kumar. "The Misunderstood Khushwant", Sarup and Sons, 2007

Open Educational Resources:

- ☐ **OpenLearn - "Partition: A Cultural History"**: Course on literature and cultural responses to the Partition.
OpenLearn
- ☐ **Internet Archive**: Collection of books and essays on Partition literature.
[Internet Archive](#)
- ☐ **Project Gutenberg**: Access works related to the Partition, including fiction and poetry.
[Project Gutenberg](#)

Learning Experience:

The Indian Partition Literature course provides a profound exploration of the narratives and experiences surrounding the partition of India in 1947. Through close readings and critical discussions, learners examine the themes of trauma, identity, displacement, and communal violence, gaining insight into the profound impact of partition on individuals and communities. The course also considers the historical and cultural contexts of the partition, encouraging students to reflect on its lasting implications for contemporary society. By analyzing literary techniques and narrative forms, students develop a deeper understanding of how literature can capture complex emotional landscapes and historical realities.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester Fifth							
S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Major-Discipline Specific Elective	SLELGL504	Graphic Literature	3	1	0	4
2	Major-Discipline Specific Elective	SLELAA505	Afro-American Literature	3	1	0	4
3	Major-Discipline Specific Elective	SLELGS506	Gender Studies	3	1	0	4

GRAPHIC LITERATURE

SLELGL504	Graphic Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Graphic Literature course delves into the unique medium of graphic novels and comics, exploring their narrative techniques, artistic styles, and cultural significance. This course is essential for understanding how visual storytelling combines text and imagery to convey complex themes, emotions, and social commentary. The skills and insights gained in this course are invaluable for careers in writing, publishing, art, and education. By examining the rich landscape of graphic literature, students will appreciate its role in expanding the boundaries of storytelling and its impact on contemporary culture and discourse.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the unique characteristics and conventions of graphic literature, including the interplay between visual art and narrative structure.

CO2: Applying critical reading skills to analyze graphic novels and comics, exploring themes, character development, and narrative techniques specific to the genre.

CO3: Analyzing the use of visual elements—such as panels, gutters, and typography—in storytelling, and how these elements influence reader interpretation and emotional response.

CO4: Evaluating the cultural and historical contexts of graphic literature, discussing its evolution and the ways it addresses social, political, and personal themes.

CO5: Creating original graphic narratives that effectively integrate text and imagery, showcasing an understanding of visual storytelling techniques and audience engagement.

Course Content:

Unit I: **15 Hours**

Key Concepts

Scott McCloud's *Understanding Comics: The Invisible Art*

Unit II: **15 Hours**

Fred Fordham's *To Kill a Mocking Bird*

Unit III: **15 Hours**

Orijit Sen's *River of Stories*

Unit IV: **15 Hours**

Vishwajyoti Ghosh's *Delhi Calm*

Textbooks:

1. Chute, Hillary. “Comics as Literature? Reading Graphic Narrative.”
2. Jones, Laura. “Commentary on the Graphic Memoir.” ---. *My Life in Movies*.
3. Krug, Jennifer Daniels. “‘It’s Sad, But Not Crazy’: Memory as Construction/Performance in Graphic Memoirs.”
4. Railton, Ben. “Everything Japanese Internment Got Wrong.” Smith, Lillian E. *Selections from The Journey*.
5. Van Lente, Fred, and Ryan Dunlavey. *Comic Book History of Comics*. PDF.

Reference Books:

1. Ware, Chris. *Building Stories*. Pantheon, 2012. ISBN 978-0375424335. PRINT.
2. McCloud, Scott. *Understanding Comics: The Invisible Art*. PDF.

3. Robbins, Trina. *Pretty in Ink: North American Women Cartoonists*. PDF.
4. American Comic Book Chronicles: The 1950s. PDF. Ghai, Anita. *(Dis)embodied Form: Issues of Disabled Women*. Har Anand Publications, 2007.
5. *Stigma: Notes on the Management of Spoiled Identity*. Simon & Schuster, 1986.

Open Educational Resources:

- **OpenLearn - "Graphic Novels: An Introduction"**: Overview of graphic novels' history and significance.
OpenLearn
- **Internet Archive**: Collection of graphic novels and critiques.
[Internet Archive](#)
- **Coursera - "The Graphic Novel"**: Course on storytelling techniques in graphic novels.
[Coursera](#)

Learning Experience:

The Graphic Literature course offers an in-depth exploration of the artistic and narrative elements that define the genre of graphic novels and comics. Through close readings, learners analyze how visual storytelling—combining illustrations, layout, and text—creates meaning and enhances emotional impact. The course also examines themes such as identity, social justice, and cultural representation, fostering discussions on the role of graphic literature in reflecting and shaping societal issues. By participating in creative projects and collaborative discussions, students develop both critical analysis skills and their own graphic storytelling techniques. This course equips students with a comprehensive understanding of graphic literature as a significant and powerful form of artistic expression.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

AFRO-AMERICAN LITERATURE

SLELAA505	Afro-American Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				

Total Contact Hours	60 Hrs
Pre-Requisites/ Co-Requisites	

Course Perspective:

The Afro-American Literature course explores the rich and diverse literary traditions of African American writers, examining how their works reflect the complexities of identity, culture, and social justice. This course is essential for understanding the historical and cultural contexts that shape African American literature, from the oral traditions and slave narratives to contemporary works. Students will engage with a range of genres, including poetry, fiction, drama, and essays, analyzing themes such as race, resilience, community, and the struggle for equality. Through critical discussions and close readings, students will develop their analytical skills and gain insights into how literature serves as a powerful medium for expressing individual and collective experiences.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts of Afro-American literature, including the impact of slavery, segregation, and the Civil Rights Movement on literary expression.

CO2: Applying critical reading strategies to analyze key texts by Afro-American authors, exploring themes such as identity, resilience, and the quest for freedom.

CO3: Analyzing the use of literary devices, narrative techniques, and genres in Afro-American literature, including poetry, fiction, and oral traditions, and their contributions to the African American narrative.

CO4: Evaluating the representation of race, gender, and class in Afro-American literature, discussing how these intersections shape characters' experiences and societal perceptions.

CO5: Creating comparative analyses that connect Afro-American literature with other literary movements, exploring shared themes and contrasting perspectives across cultures.

Course Content:

Unit I

15 Hours

Introduction to Afro American Literature; Harlem Renaissance; Civil Rights Movement era; Reconceptualizing Blackness and the reclamation of African American history.

UNIT II

15 Hours

The Color Purple (1982) by Alice Walker,

UNIT III

15 Hours

Langston Hughes, 'I, Too'.(Poem); Maya Angelou, 'Caged Bird'; Still I Rise (Poem)

UNIT IV

15 Hours

The Bluest Eye by Toni Morrison (1970)

Textbooks:

1. Walker, Alice. *The Color Purple*. New York, Harcourt, 1992.
2. Morrison, Tony. *The Bluest Eye*. Vintage, 1999.

Reference Books:

1. Henry Louis Gates Jr. and Nellie Y. McKay (eds.). *The Norton Anthology of African American Literature*. W.W. Norton & Company, 1997.
2. Houston A. Baker Jr. *Blues, Ideology, and Afro-American Literature: A Vernacular Theory*. University of Chicago Press, 1984.
3. David Levering Lewis. *When Harlem Was in Vogue*. Penguin Books, 1997.
4. Valerie Smith. *Self-Discovery and Authority in Afro-American Narrative*. Harvard University Press, 1991.

Open Educational Resources:

- ☐ **Project Gutenberg:** Classic works by Hughes and Hurston.
[Project Gutenberg](#)
- ☐ **Internet Archive:** Collection of Afro-American literature and critiques.
[Internet Archive](#)
- ☐ **OpenLearn - "African American Literature":** Course on key themes and authors.
OpenLearn

Learning Experience:

The Afro-American Literature course offers a rich exploration of the diverse voices and narratives that shape the African American literary tradition. Through critical analysis and close readings, learners examine themes such as race, identity, resistance, and the complexities of the African American experience. The course also delves into historical contexts, including slavery, segregation, and the civil rights movement, encouraging discussions about how these experiences inform literary expression. By exploring various genres—such as poetry, fiction, and essays—students develop a deeper understanding of the cultural and social implications of Afro-American literature.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

GENDER STUDIES

SLELGS506	Gender Studies	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Gender Studies course offers an interdisciplinary exploration of gender as a social construct, examining its intersections with identity, culture, politics, and economics. This course is essential for understanding how gender shapes experiences and societal roles, and how it influences power dynamics and social justice movements. Students will engage with a range of theoretical frameworks and texts from feminist theory, queer theory, and masculinity studies, analyzing how these perspectives inform contemporary discussions on gender issues. Through critical readings, discussions, and research projects, they will explore topics such as gender representation in media, the impact of intersectionality, and the global dimensions of gender inequality.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the foundational concepts of gender and sexuality, including key theories, historical developments, and the intersectionality of gender with race, class, and other identities.

CO2: Applying critical analysis to examine texts, media, and cultural artifacts, exploring how they represent and construct gender roles and norms.

CO3: Analyzing the social, political, and cultural factors that shape gender identities and experiences, considering how power dynamics influence societal expectations.

CO4: Evaluating the impact of feminist movements and queer theories on contemporary discussions of gender, assessing their contributions to social justice and equality.

CO5: Creating informed discussions or written projects that explore current gender issues, such as reproductive rights, violence, and representation in various contexts.

Course Content:

Unit I: Introduction to Gender Theories and Perspectives 15 Hours

Evolution of Gender Roles in Literature and Society; Key Gender Theories such as ‘Feminist Theory’ and ‘Queer Theory’, and their literary applications; Contributions of Pioneering Gender Theorists such as Simone de Beauvoir, Judith Butler, Michel Foucault; Applying Gender Theory to Literary Analysis

Unit II: Gender Representation in Literature 15 Hours

Common Depictions of Gender in Classic and Contemporary Literature; How Genre Influences Gender Representation such as Gothic, Romance, Science Fiction; Gender and Identity in Authorial Voice and Narratives; Analysis of Specific Literary Works such as ‘The Second Sex’ and ‘Beloved’ and their Gender Dynamics

Unit III: Intersectionality in Literary Texts 15 Hours

Understanding the Concept and its Literary Implications; Exploring the Intersections of Gender, Race, Class, and Sexuality in Literature; Theoretical Approaches such as ‘Critical Race Theory’ (CRT) and ‘Disability Theory’ to Intersectional Literary Analysis

Unit IV: Gender and Social Justice in Literature 15 Hours

How Literary Works Address Gender Inequality and Promote Social Justice; Exploration of literary movements such as ‘Black Feminist Literature’ and ‘Transgender Literature’ focusing

on Gender Rights; Analysis of Gender Justice Themes namely 'Gender Equality and Equity' and 'Intersectional Justice'

Textbooks:

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
2. de Beauvoir, Simone. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2011.
3. hooks, bell. *Feminist Theory: From Margin to Center*. South End Press, 1984.
4. Wade, Lisa, and Myra Marx Ferree. *Gender: Ideas, Interactions, Institutions*. Oxford University Press, 2019.

Reference Books:

1. Kimmel, Michael S. *The Gendered Society*. Oxford University Press, 2016.
2. Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge, 2000.
3. Jagose, Annamarie. *Queer Theory: An Introduction*. NYU Press, 2002.
4. Stryker, Susan. *Transgender History: The Roots of Today's Revolution*. Seal Press, 2008.

Open Educational Resources:

☐ **OpenLearn - "Gender and Sexuality"**: Course on key gender concepts.
OpenLearn

☐ **Coursera - "Gender Equality and Sexual Diversity"**: Focus on contemporary gender issues.

[Coursera](#)

☐ **MIT OpenCourseWare - "Introduction to Gender Studies"**: Foundational topics in gender studies.

[MIT OpenCourseWare](#)

Learning Experience:

The Gender Studies course offers a critical examination of the complex ways in which gender shapes individual experiences, social structures, and cultural narratives. Students engage with a diverse range of texts, theories, and media, exploring concepts such as masculinity,

femininity, sexuality, and intersectionality. Through the analysis of works by feminist theorists, queer scholars, and cultural critics, learners examine how gender intersects with race, class, ethnicity, and other identities. The course encourages discussions on contemporary issues, such as gender inequality, representation, and activism, fostering an understanding of the historical contexts that inform current debates.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester Sixth							
1	Major-Discipline Specific Elective	SLELCI604	Contemporary India: Women and Empowerment	3	1	0	4
2	Major-Discipline Specific Elective	SLELLL605	Language and Linguistics	3	1	0	4
3	Major-Discipline Specific Elective	SLELLC606	Literature and Cinema	3	1	0	4

CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

SLELCI604	Contemporary India: Women and Empowerment	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Contemporary India: Women and Empowerment course examines the socio-political, cultural, and economic factors influencing women's roles and status in modern India. This course is essential for understanding the challenges and opportunities women face in the context of empowerment, gender equality, and social justice. Students will explore various themes, including feminist movements, education, health, employment, and representation in politics and media, through case studies and critical texts.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical stages of women's marginalization in India, analyzing the status of women from the Vedic period to the present and the social constructs of gender.

CO2: Applying knowledge of the history of women's movements in India, exploring their impact on nationalism, political participation, and societal change before and after independence.

CO3: Analyzing the legal framework surrounding women's rights in India, including the Indian Constitution and personal laws, while participating in workshops that enhance legal awareness.

CO4: Evaluating the challenges faced by women, such as domestic violence, female foeticide, and trafficking, through case studies and state interventions, understanding their socio-political implications.

CO5: Creating informed discussions around the intersection of women and environment, recognizing the role of women in environmental issues and sustainability initiatives.

Course Content:

UNIT I

15 Hours

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

UNIT II

15 Hours

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

UNIT III

15 Hours

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

UNIT IV

15 Hours

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

Textbooks:

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

Reference Books:

1. Uma Chakravarti. *Rewriting History: The Life and Times of Pandita Ramabai*. Kali for Women, 1998.
2. Geraldine Forbes. *Women in Modern India*. Cambridge University Press, 1996.
3. Ratna Kapur. *Gender, Alterity and Human Rights: Freedom in a Fishbowl*. Oxford University Press, 2018.
4. Nivedita Menon. *Seeing Like a Feminist*. Zubaan, 2012.

Open Educational Resources:

☐ **OpenLearn - "Women and Empowerment in India"**: Examines issues of women's rights and empowerment.
OpenLearn

☐ **Coursera - "Gender and Sexuality: Applications in Society"**: Explores gender issues in contemporary contexts.
[Coursera](#)

☐ **National Digital Library of India**: Access research papers and resources on women's empowerment in India.
NDLI

Learning Experience:

The Contemporary India: Women and Empowerment course provides an insightful examination of the socio-political landscape affecting women's rights and empowerment in India today. Students explore various dimensions of gender equality, including economic participation, education, health, and political representation. Through the analysis of case studies, policies, and real-life narratives, learners critically engage with the challenges and successes faced by women in contemporary society. The course also highlights the intersectionality of issues such as caste, class, and ethnicity, emphasizing how these factors influence women's experiences and opportunities. By fostering discussions on feminist movements, legislation, and grassroots activism, students gain a nuanced understanding of the ongoing struggle for women's rights.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

LANGUAGE AND LINGUISTICS

SLELLL605	Language and Linguistics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Language and Linguistics course provides students with a foundational understanding of the structure, function, and evolution of language. This course is essential for exploring key concepts in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Students will analyze how language operates as a system of communication, examining the ways in which it reflects cultural and social contexts.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the fundamental concepts of language, including its structure, function, and the various branches of linguistics such as phonetics, syntax, and semantics.

CO2: Applying linguistic theories and models to analyze the structure and use of language in different contexts, including spoken and written forms.

CO3: Analyzing the relationships between language and culture, exploring how language influences thought, identity, and social interaction.

CO4: Evaluating language variation, including dialects, sociolects, and registers, and discussing their implications for communication and social dynamics.

CO5: Creating original research proposals or projects that investigate specific linguistic phenomena, utilizing appropriate methodologies for data collection and analysis.

Course Content:

UNIT I	15 Hours
Language: Definition, Features, Scope and Significance; language and communication; Linguistics & Its Branches	
UNIT II	15 Hours
Phonetics: Definition, Importance, Introduction of IPA and phonetic Transcription	
UNIT III	15 Hours
Grammar and Syntax, Word Order, Clause and Phrases, Ambiguity	
UNIT IV	15 Hours
Semantics: Types of Meaning, Hyponyms & Hypernyms, Pragmatics	

Textbooks:

1. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. MIT Press, 1984.
2. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Holt, Rinehart and Winston, 1974.
3. De Saussure, Ferdinand. *Course in General Linguistics*. BMcGraw Hill, 1966.
4. Mesthrie, Rajend and Rakesh M. Bhatt. *World English: The Study of New Linguistic Varieties*. Cambridge University Press, 2008.

Reference Books:

1. Yule, George. *The Study of Language*. Cambridge University Press, 2020.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. Cengage Learning, 2018.
3. Crystal, David. *A Dictionary of Linguistics and Phonetics*. Wiley-Blackwell, 2010.
4. O'Grady, William, John Archibald, Mark Aronoff, and Janie Rees-Miller. *Contemporary Linguistics: An Introduction*. Bedford/St. Martin's, 2010.

Open Educational Resources:

- **OpenLearn - "Understanding Language: Learning and Teaching"**: Key concepts in language acquisition.
[OpenLearn](#)
- **Coursera - "Miracles of Human Language: An Introduction to Linguistics"**: Introductory course on linguistics fundamentals.
[Coursera](#)
- **MIT OpenCourseWare - "Introduction to Linguistics"**: Comprehensive course materials on linguistics.
[MIT OpenCourseWare](#)

Learning Experience:

The Language and Linguistics course provides a comprehensive overview of the study of language, exploring its structure, function, and social context. Students engage with key concepts in phonetics, phonology, morphology, syntax, and semantics, gaining a solid understanding of how languages operate at both the micro and macro levels. The course also examines sociolinguistics, psycholinguistics, and historical linguistics, allowing learners to explore the relationships between language, culture, and identity. Through practical activities such as analyzing linguistic data and conducting fieldwork, students develop critical thinking and analytical skills.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

LITERATURE AND CINEMA

SLELLC606	Literature and Cinema	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				

Pre-Requisites/ Requisites	Co-	
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Course Perspective:

The Literature and Cinema course explores the intricate relationship between literary texts and their film adaptations, examining how narratives are transformed across different media. This course is essential for understanding the creative processes involved in adaptation, including issues of fidelity, interpretation, and the impact of visual storytelling. Through critical viewing and analysis, students will explore themes such as character development, narrative structure, and the cultural significance of both literature and cinema.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the fundamental concepts of adaptation theory, including the differences and similarities between literary texts and their cinematic interpretations.

CO2: Applying critical analysis skills to compare and contrast specific literary works with their film adaptations, exploring how narrative techniques and themes are translated across mediums.

CO3: Analyzing the role of visual storytelling in cinema and how it shapes audience perceptions, considering elements such as cinematography, editing, and sound design.

CO4: Evaluating the cultural, social, and political contexts that influence both literature and film, discussing how adaptations reflect or challenge societal norms and values.

CO5: Creating original projects or essays that explore the interrelationship between literature and cinema, using specific examples to illustrate points about adaptation processes and thematic interpretations.

Course Content:

Unit I: Foundations of Literature and Cinema

15 Hours

Introduction to Literary Theory; Overview of key literary theories such as Formalism, Structuralism, Postmodernism; Basics of Film Theory; Introduction to film theory concepts such as Realism, Formalism, Auteur Theory; Narrative Structures in Literature and Film; Comparison of narrative techniques such as Linear vs. Non-linear storytelling; Adaptation Theory; Understanding the process of adaptation from text to screen

Unit II: Genre and Style in Literature and Cinema**15 Hours**

Genre Analysis in Literature; Exploration of major genres such as Gothic, Romance, Science Fiction; Genre in Film; Analysis of film genres such as Noir, Action, Comedy; Cross-genre Adaptations; Examining how genres translate across literature and film; Stylistic Elements in Film

Unit III: Cultural and Historical Contexts**15 Hours**

Historical Contexts of Literary Works; Cultural Contexts in Film; The impact of cultural movements on cinema such as French New Wave, Bollywood; Representation and Identity; Analysis of race, gender, and class in literature and film

Unit IV: Critical Approaches and Analysis**15 Hours**

Comparative Analysis of Literary and Cinematic Adaptations; Study of the impact of directors' styles and authors' intentions; Gender and Feminist Criticism; Exploring feminist critiques of literature and film; Interdisciplinary Approaches; Integrating insights from Psychology, Sociology, and Philosophy into literary and cinematic analysis

Textbooks:

1. Braudy, Leo, and Marshall Cohen, editors. *Film Theory and Criticism: Introductory Readings*. Oxford University Press, 2016.
2. Cartmell, Deborah, and Imelda Whelehan, editors. *The Cambridge Companion to Literature on Screen*. Cambridge University Press, 2007.
3. Hirsch, Marianne, and Valerie Smith, editors. *Feminism and Family Fiction: A Literature and Cinema Reader*. Routledge, 2015.
4. Kavin, Bruce F. *How Movies Work*. University of California Press, 1992.
5. Kuhn, Annette. *Women's Pictures: Feminism and Cinema*. Verso, 1982.

Reference Books:

1. Mulvey, Laura. *Visual and Other Pleasures*. Palgrave Macmillan, 1989.
2. Richie, Donald. *The Films of Akira Kurosawa*. University of California Press, 2003.
3. Wartenberg, Thomas E. *Film as Philosophy: Essays on Cinema and Contemporary Thought*. Blackwell Publishing, 2007.

Open Educational Resources:

- ☐ **OpenLearn - "Adaptation: From Page to Screen"**: Course on literature and film adaptations.
OpenLearn
- ☐ **Internet Archive**: Collection of texts on literature and cinematic adaptations.
[Internet Archive](#)
- ☐ **Coursera - "The Language of Hollywood"**: Examines narrative techniques in film, including adaptations.
[Coursera](#)

Learning Experience:

The Literature and Cinema course offers an engaging exploration of the interplay between literary texts and their film adaptations. Students examine a variety of works, from classic novels to contemporary narratives, analyzing how filmmakers interpret and transform literature into visual storytelling. Through close readings of texts and screenings of films, learners explore themes such as narrative structure, character development, and thematic representation, considering the differences in medium and audience reception. The course encourages critical discussions on adaptation theory, the role of context in interpretation, and the artistic choices that shape both literature and cinema.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

Semester Eighth							
1	Major-Discipline Specific Elective	SLELDS802	Disability Studies	3	1	0	4
2	Major-Discipline Specific Elective	SLELDL803	Dystopian Literature	3	1	0	4
3	Major-Discipline Specific Elective	SLELCL804	Contemporary Indian Literature	3	1	0	4

4	Major-Discipline Specific Elective	SLELWL805	War Literature	3	1	0	4
5	Major-Discipline Specific Elective	SLELLH806	Literature and Human Rights	3	1	0	4

DISABILITY STUDIES

SLELDS802	Disability Studies	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Disability Studies course offers an interdisciplinary examination of disability as a social, cultural, and political phenomenon. This course is essential for understanding how disability is constructed and represented in society, challenging traditional perceptions and exploring the lived experiences of individuals with disabilities. Students will engage with critical theories, historical contexts, and contemporary debates surrounding disability, including issues of accessibility, identity, and representation in literature, media, and policy. Through readings, discussions, and case studies, students will develop a nuanced understanding of the social model of disability, advocacy movements, and the intersectionality of disability with race, gender, and class.

Course outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical and cultural contexts of disability, including how societal attitudes and policies have shaped the experiences of people with disabilities.

CO2: Applying theoretical frameworks from Disability Studies to analyze representations of disability in literature, media, and popular culture, identifying stereotypes and social constructs.

CO3: Analyzing the intersectionality of disability with other identities, such as race, gender, and class, exploring how these intersections affect individuals' experiences and societal perceptions.

CO4: Evaluating current debates and issues within Disability Studies, including the medical vs. social models of disability, accessibility, and advocacy for disability rights.

CO5: Creating informed discussions or written analyses that critically assess policies, practices, and narratives surrounding disability, promoting awareness and understanding of diverse perspectives.

Course Content:

Unit I: Introduction to Disability Studies **15 Hours**

Definition and Key Concepts

Models of Disability: Medical, Social and Religious

Disability Rights Movement and Activism

Unit II: Disability in Literature **15 Hours**

Rohinton Mistry: *Such a Long Journey*

Unit III: Disability, Language & Identity **15 Hours**

Indra Sinha: *Animals' People*

Unit IV: Representation of Disability in Films **15 Hours**

Barfi

Textbooks:

1. Davis, Lennard J. (ed.). *The Disability Studies Reader*. Routledge, 2016.
2. Garland-Thomson, Rosemarie. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press, 1997.
3. Addlakha, Renu. *Gender Subjectivity and Sexual Identity: How Young People with Disabilities Conceptualise the Body Sex and Marriage in Urban India*. Centre for Women's Development Studies, 2007. *DataSpace*. www.arks.princeton.edu/ark:/88435/dsp01tx31qm043

Reference Books:

1. Bhambhani, Meenu. "Experience of Disability: India." *Encyclopedia of Disability*. Edited by Gary Albrecht, 2005, pp. 666-68.
2. Ghai, Anita, editor. *Disability in South Asia: Knowledge and Experience*. Sage Publications, 2018.
3. Ghai, Anita. *(Dis)embodied Form: Issues of Disabled Women*. Har Anand Publications, 2007.
4. Goffman, Erving. *Stigma: Notes on the Management of Spoiled Identity*. Simon & Schuster, 1986.

Open Educational Resources:

- **OpenLearn - "Disability and Society"**: Course on the social model of disability.
OpenLearn
- **Coursera - "Disability Inclusion and Awareness"**: Focuses on understanding disability and promoting inclusion.
[Coursera](#)
- **MIT OpenCourseWare - "Introduction to Disability Studies"**: Key concepts in disability studies.
[MIT OpenCourseWare](#)

Learning Experience:

The Disability Studies course provides a critical examination of the social, cultural, and political dimensions of disability. Students explore various theories and frameworks that challenge traditional notions of disability, emphasizing the importance of intersectionality, representation, and accessibility. Through the analysis of literature, film, and personal narratives, learners engage with diverse perspectives on the experiences of disabled individuals, examining themes such as identity, agency, and societal attitudes. The course also addresses the historical and contemporary contexts of disability rights, advocacy, and policy, fostering discussions on inclusivity and social justice.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

DYSTOPIAN LITERATURE

SLELDL803	Dystopian Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course, Dystopian Literature explores the rich and evolving genre of dystopian literature, focusing on texts that imagine societies under oppressive political regimes, environmental collapse, technological domination, and loss of individual autonomy. Students will engage with classic and contemporary dystopian works from a global perspective, examining how these texts reflect societal anxieties and critique existing power structures. Through close reading, critical analysis, and comparative discussion, students will investigate how dystopian literature addresses themes such as surveillance, propaganda, resistance, and identity.

Course Outcomes:

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

CO1: Understanding the key characteristics of dystopian literature and distinguishing it from related genres.

CO2: Applying literary and theoretical approaches to interpret and examine major dystopian texts.

CO3: Analyzing narrative techniques and themes to explore societal, political, and technological critiques in dystopian literature.

CO4: Evaluating the relevance and impact of dystopian literature in reflecting and challenging real-world issues.

CO5: Creating coherent, critically engaged arguments in written and oral form that synthesize textual and contextual insights.

Course Content

Unit I : Introduction to Dystopian Literature

15 Hours

- Overview of utopia vs. dystopia
- Introduction to major dystopian themes: control, surveillance, loss of individuality, societal decay
- Short Story: *The Lottery* by Shirley Jackson

Unit II: Poetry

15 Hours

- *The Waste Land* by T. S. Eliot
- *Consider This And In Our Time* by W.H. Auden

Unit III: Novel

15 Hours

- *The Handmaid's Tale* by Margaret Atwood

Unit IV: Young Adult Fiction

15 Hours

- *The Hunger Games* by Suzanne Collins

Textbooks

1. Jackson, Shirley. "The Lottery." *The New Yorker*, 26 June 1948.
2. Eliot, T. S. *The Waste Land*. 1922. Edited by Michael North, W.W. Norton, 2001
3. Auden, W. H. *Consider This and In Our Time*. Faber and Faber, 1930.
4. Atwood, Margaret. *The Handmaid's Tale*. McClelland and Stewart, 1985.
5. Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2008.

Reference Books

1. Tom Moylan – *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*
2. Gregory Claeys – *Dystopia: A Natural History*
3. Erika Gottlieb – *Dystopian Fiction East and West: Universe of Terror and Trial*
4. Booker, M. Keith – *Dystopian Literature: A Theory and Research Guide*

Open Educational Resources:

- **Project Gutenberg:** Classic dystopian novels.
[Project Gutenberg](#)
- **Internet Archive:** Collection of dystopian literature and critical essays.
[Internet Archive](#)
- **OpenLearn - "Dystopian Literature":** Course on themes and contexts in dystopian writing.
OpenLearn

Learning Experience:

By the end of the course, students will have gained a deep and nuanced understanding of dystopian literature, enhancing their ability to critically engage with both classic and contemporary texts. Through applying various literary theories, students will interpret key works, analyzing the themes of power, surveillance, and societal control. The course will challenge them to evaluate the real-world implications of dystopian narratives, fostering a

reflective approach to the societal, political, and technological issues that shape our world. By synthesizing textual analysis with broader contexts, students will develop the skills to create well-rounded, critical arguments in both written and oral forms, empowering them to contribute meaningfully to discussions on the role of literature in societal critique.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

CONTEMPORARY INDIAN LITERATURE

SLELCL804	Contemporary Indian Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The Contemporary Indian Writing course offers a comprehensive exploration of the diverse voices and themes present in modern Indian literature, spanning various genres, languages, and cultural contexts. This course is essential for understanding the complexities of identity, social issues, and cultural heritage reflected in the works of contemporary authors. Students will engage with novels, short stories, poetry, and essays, analyzing how these texts address themes such as globalization, migration, gender, and postcolonial identity. Through critical readings and discussions, they will develop their analytical and interpretive skills, enhancing their ability to connect literary works with broader socio-political contexts.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the evolution and characteristics of contemporary Indian literature, including key themes, genres, and the cultural contexts that shape modern narratives.

CO2: Applying critical analysis techniques to examine the works of significant contemporary Indian authors, exploring their styles, themes, and contributions to literature.

CO3: Analyzing the representation of identity, gender, caste, and socio-political issues in contemporary Indian writing, considering how these themes reflect the complexities of Indian society.

CO4: Evaluating the impact of globalization and technological advancements on contemporary Indian literature, discussing how these factors influence storytelling and audience engagement.

CO5: Creating comparative studies that synthesize insights from various contemporary Indian texts, highlighting intertextual connections and cultural dialogues.

Course Content:

UNIT I: **15 Hours**

Aravind Adiga: *The White Tiger*

UNIT II: **15 Hours**

Arundhati Roy: *God of Small Things*

UNIT III: **15 Hours**

Upmanyu Chatterjee: *English, August*

UNIT IV: **15 Hours**

Manju Kapur: *A Married Women*

Textbooks:

1. Adiga, Aravind. *The White Tiger*. Harper Collins, India, 2008.
2. Roy, Arundhati. *God of Small Things*. RST IndiaInk & Penguin Books, India, 1997.
3. Chatterjee, Upmanyu. *English, August*. Faber & Faber, 1988.
4. Kapur, Manju. *A Married Women*. Faber & Faber INC, 2003

Reference Books:

1. Mukherjee, Sujit. *Towards a Literary History of India*. Indian Institute of Advanced Study: Simla, 1975.
2. Nehru, Jawaharlal. *The Discovery of India*. Jawaharlal Nehru Memorial Fund and OUP: new Delhi, 1992.

Open Educational Resources:

- **OpenLearn - "Contemporary Indian Literature"**: Course on themes and authors in modern Indian literature.
OpenLearn
- **Internet Archive**: Collection of contemporary Indian literary works and critiques.
[Internet Archive](#)
- **Project Gutenberg**: Works by contemporary Indian authors, including translations.
[Project Gutenberg](#)

Learning Experience:

The Contemporary Indian Writing course offers an insightful exploration of the diverse voices and narratives emerging in India's literary landscape today. Through close readings and critical analysis, learners explore themes such as identity, migration, social justice, and cultural heritage, gaining an understanding of how these issues resonate within the Indian context and beyond. The course also emphasizes the impact of globalization and technology on contemporary literature, encouraging discussions on the evolving nature of storytelling in modern India. By participating in group discussions, creative projects, and presentations, students enhance their analytical and interpretive skills while developing a deeper appreciation for the richness and complexity of contemporary Indian literature.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

WAR LITERATURE

SLELWL805	War Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

Course Perspective:

The War Literature course explores the representation of war in various literary forms, examining how authors articulate the complexities of conflict, trauma, and the human experience. This course is essential for understanding the emotional and psychological impacts of war on individuals and societies, as well as the cultural narratives that emerge in

response to conflict. Through critical analysis and discussions, they will explore themes such as heroism, loss, disillusionment, and the moral implications of warfare, gaining insights into how literature serves as a means of processing and critiquing the realities of war.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the historical contexts and significance of war literature, including how different conflicts have shaped literary responses and narratives.

CO2: Applying critical reading strategies to analyze key texts of war literature, exploring themes such as trauma, heroism, and the human cost of conflict.

CO3: Analyzing the representation of soldiers, civilians, and the psychological impacts of war in various literary forms, including poetry, novels, and memoirs.

CO4: Evaluating the role of propaganda and dissent in war literature, discussing how authors either support or critique military actions and national narratives.

CO5: Creating comparative analyses of war literature from different cultures and time periods, examining how diverse experiences of war inform literary expression.

Unit I: Introduction to War Literature and War Poetry **15 Hours**

History of War Literature, Works written during WW I and II

‘Dulce et Decorum Est’ by Wilfred Owen, ‘The Soldier’ by Rupert Brooke, ‘Suicide in the Trenches’ by Siegfried Sassoon

Unit II: Novel for Study **15 Hours**

Joseph Heller: *Catch 22*

Unit III: Non-Fictional Works **15 Hours**

“What is War?” By Carl von Clausewitz

“Blood, Toil, Tears and Sweat” by Winston Churchill

Unit IV: Visual Narrative of War **15 Hours**

Saving Private Ryan by Steven Spielberg

Textbooks:

1. Chang, Iris. *The Rape of Nanking: The Forgotten Holocaust of World War II*. Taylor & Francis. 2010.
2. Ceram, C. W., and James Stern. “A woman in Berlin.” *Ballantine Books*, 1954.

Reference Books:

1. Keeley, Lawrence H. "War before civilization." Oxford University Press, 1996.
2. Wallacker, B. E., and Samuel B. Griffith. *Sun Tzu: The Art of War*. 2008.

Open Educational Resources:

- **OpenLearn - "Literature and War"**: Course on war representation in literature.
OpenLearn
- **Internet Archive**: Collection of war literature, including poetry and prose.
[Internet Archive](#)
- **Coursera - "The Literature of War"**: Focus on key texts and themes in war literature.
[Coursera](#)

Learning Experience:

The War Literature course provides a profound exploration of how literature captures the complexities of conflict, trauma, and the human experience during wartime. Students engage with a diverse array of texts, including poetry, novels, memoirs, and essays that reflect on various wars, from World War I and II to contemporary conflicts. The course encourages critical discussions about the impact of war on identity, culture, and society, as well as the role of literature in processing and critiquing violence. By examining different narrative techniques and perspectives, students develop a deeper understanding of how literature serves as both a record of historical events and a vehicle for personal and collective reflection. This course equips students with the analytical tools to engage thoughtfully with the profound connections between war and literature, fostering an appreciation for the power of storytelling in confronting the realities of conflict.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

LITERATURE AND HUMAN RIGHTS

SLELLH806	Literature and Human Rights	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				

Total Contact Hours	60 Hrs
Pre-Requisites/ Co-Requisites	

Course Perspective:

The Literature and Human Rights course examines the intersection of literary expression and human rights advocacy, exploring how literature can illuminate social injustices, advocate for marginalized voices, and promote empathy and understanding. This course is essential for understanding the role of writers and artists in reflecting and challenging human rights violations throughout history and across cultures. Through critical analysis and discussions, they will explore themes of oppression, resilience, and the quest for dignity, examining how literature can both document human rights abuses and inspire social change.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understanding the fundamental concepts of human rights as articulated in various literary texts, including the historical and philosophical foundations of human rights discourse.

CO2: Applying critical analysis skills to examine how literature reflects, critiques, and advocates for human rights issues, exploring diverse voices and perspectives.

CO3: Analyzing the representation of marginalized communities and human rights violations in literature, considering the role of narrative in shaping public awareness and empathy.

CO4: Evaluating the effectiveness of literary works in promoting social justice and human rights advocacy, discussing how they inspire action and influence public opinion.

CO5: Creating comparative analyses of literary texts that engage with human rights themes across different cultures and historical contexts, highlighting common struggles and resilience.

Course Content:

UNIT – I

15 Hours

George Orwell: 1984

UNIT – II

15 Hours

Harper Lee: To Kill a Mockingbird

UNIT – III

15 Hours

1. Freedom: Short Stories Celebrating the Universal Declaration of Human Rights. Amnesty International, 2009.

(i) 'In the Prison of Repose'—Paulo Coelho

(ii) 'Amnesty'—Nadine Gordimer

(iii) 'ABC Antidote'—Ishmael Beah

UNIT – IV

15 Hours

1. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

2. June Millicent Jordan: 'Poem About My Rights'

Textbooks:

1. Orwell, George. *Nineteen Eighty-Four*. Penguin Classics, 2021.
2. Lee, Harper. *To Kill a Mockingbird*. Arrow Books, 2010.
3. The Universal Declaration of Human Rights Annexure VII
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
4. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', Freedom: Short Stories Celebrating the Universal Declaration of Human Rights. Amnesty International, 2009.

Reference Books:

1. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
2. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
3. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
4. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
5. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

Open Educational Resources:

- **OpenLearn - "Human Rights and Literature"**: Course on literature's role in human rights issues.
OpenLearn

- **Coursera - "Human Rights: The Rights of Refugees"**: Explores narratives in literature related to human rights.
[Coursera](#)
- **Internet Archive**: Collection of works addressing human rights themes.
[Internet Archive](#)

Learning Experience:

The Literature and Human Rights course offers an insightful exploration of how literary works reflect, critique, and promote human rights issues across the globe. Students engage with a diverse range of texts, including novels, poetry, essays, and plays that address themes such as justice, freedom, oppression, and identity. The course encourages critical discussions about the role of narrative in shaping public perceptions of human rights violations and the responsibilities of writers as social commentators. By participating in group projects and debates, students develop a deeper understanding of the connections between literature and social justice, gaining insights into how storytelling can be a powerful tool for advocacy.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

