



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF HUMANITIES  
(SOHS)**

**Programme Handbook  
(Programme Structure and Evaluation Scheme)**

**Bachelor of Arts (Honours) in English**

**Programme Code: 18**

**Academic Year-2024-25**

**THREE YEAR UNDERGRADUATE PROGRAMME**

**Approved in the 34<sup>th</sup> Meeting of Academic Council Held on 29  
June 2024**

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## 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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## **1. UNIVERSITY VISION AND MISSION**

### **1.1 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.

### **1.2 Mission**

- Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
- Instill 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 having understanding of ethical values and environmental realities

## **2. SCHOOL OF HUMANITIES (SOHS)**

### **2.1 About the School of Humanities**

The School of Humanities (SOHS), established in 2015, offers a comprehensive range of undergraduate, postgraduate, and doctoral programs across various disciplines, including English, Economics, Psychology, Political Science, and Chinese. At SOHS, we are committed to cultivating a profound understanding of the human experience through the study of literature, arts, philosophy, and related fields. Our vibrant academic community engages in dynamic discussions, critical analysis, and creative exploration, providing students with a rich educational experience that enhances both their personal and professional growth.

We are dedicated to promoting a liberal education that empowers students to develop unique perspectives, strong communication skills, refined social etiquette, and a deep sense of ethical responsibility toward society and the nation. SOHS aims to nurture intellectually astute individuals who confidently represent themselves as thought leaders on global platforms. Our distinguished faculty, experts in their respective fields, are integral to this mission, fostering an environment of academic excellence and intellectual growth.

## **3. SCHOOL VISION AND MISSION**

### **Vision**

To attain international recognition by excelling in interdisciplinary education, research, and innovation.

### **Mission**

- 
- To foster cross-curricular innovation, focusing on building a strong foundation of knowledge and skills.
  - To instill lifelong learning among the students.
  - To advance humanitarian goals of global peace, sensitivity, and cooperation through an inclusive and dynamic curriculum.
  - To cultivate analytical and critical research skills, scientific inquiry, and creative thinking in students.
  - To provide opportunities to students for acquiring language proficiency and socio-cultural-philosophical awareness.

#### **4. INTRODUCTION TO BACHELOR OF ARTS (HONOURS) IN ENGLISH**

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 BACHELOR OF ARTS (HONOURS) IN ENGLISH**

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.

#### **AIMS OF BACHELOR OF ARTS (HONOURS) IN ENGLISH**

Bachelor of Arts (Honours) in English program typically combines the rigorous study of English Literature with an emphasis on research skills and methodologies. The aim of this program is to provide students with a deeper understanding of literature and to equip them with the skills necessary to conduct independent research in the field. The program also aims to produce students ready for market opportunities, be it jobs in the corporate sector, public sector, non-governmental/social sector, or a desire to pursue higher studies in English or related discipline.

#### **5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF ARTS (HONOURS) IN ENGLISH**

The Learning Outcomes-based Curriculum Framework (LOCF) for Bachelor of Arts (Honours) in English provides a framework for the student-teachers to develop a range of knowledge, skills, attitudes, and values that teachers should possess to meet the educational needs of diverse learners, create an engaging and inclusive learning environment and contribute to the overall improvement of the education system. The focus being to prepare students as future-ready i.e., to become content writers, editors, bloggers or Assistant Professors in the private and public educational institutes or

pursue higher education, by equipping students with a holistic view of English Literature. The thrust of the programme is on personality development of the students by helping them acquire conceptual, analytical, problem-solving capabilities and emotional maturity. With the focus on Outcome-Based Education (OBE), our university is 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.

## 6. 6. GRADUATE ATTRIBUTES OF BACHELOR OF ARTS (HONOURS) IN ENGLISH

### PROGRAMME

Graduate attributes are the qualities, skills, knowledge, and attitudes that students are expected to develop and possess upon completion of B.A. (HONS.) ENGLISH Programme. The following attributes equip graduates with the necessary competencies to be effective educators and contribute to the field of education:

**GA 1: Multidisciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of various disciplines of the programme.

**GA 2: Communication Skills:** Capable of communicating ideas, sharing views and expressing feelings by using language skills which will help in preparing and demonstrating lesson plans.

**GA 3: Critical Thinking:** Capable to evaluate practices, policies, and theories critically.

**GA 4: Analytical Thinking:** Graduates should be able to think critically and analyze complex economic issues, theories, and data to arrive at informed conclusions.

**GA 5: Research Related Skills:** Capable of initiating research by defining problems, formulating and testing hypotheses, interpreting and drawing conclusions from the data.

**GA 6: Teamwork:** Capable to work effectively in groups and act together in unity by showing accountability and ability as a team member.

**GA 7: Leadership Qualities:** Capable of mapping out the tasks of a team or an organization, formulating an inspiring vision, setting up direction, building a team who can help achieve the vision by motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way

**GA 8: Digital Literacy:** Capable to use ICT in a variety of learning situations, demonstrating the ability to access, evaluate, and use a variety of relevant information sources and use appropriate software for achieving learning outcomes.

**GA 9: Lifelong Learning:** Capable to acquire knowledge and skills, including “*learning how to learn*” which are necessary for participating in learning activities throughout life, with self-paced and self-directed learning outlook aimed at personal development, meeting economic, social and cultural objectives and adapting changing trades and demands of the workplace through knowledge/skill development.

**GA 10: Moral and Ethical Values:** Capable to embrace moral/ethical values in conducting one’s life, formulate a position/argument on ethical issues from multiple perspectives, and adapting moral practices in various work dimensions.

## 7. QUALIFICATION DESCRIPTORS FOR BACHELOR OF ARTS (HONOURS) IN ENGLISH

The students who complete three years of full-time study will be awarded a Bachelor of Arts (Honours) in ENGLISH. Qualification descriptors for a a Bachelor of Arts (Honours) in ENGLISH program outline the knowledge, skills, and competencies that students are expected to acquire upon completion of the programme. These descriptors serve as benchmarks for assessing the readiness of graduates to enter the teaching profession and may include:

1. demonstrate a comprehensive understanding of the theories, principles, and concepts related to education.
2. possess in-depth knowledge and understanding of the subject(s) they are planning to teach.
3. design and deliver engaging and differentiated lessons, use appropriate teaching methods, utilize educational technologies, manage classroom dynamics, and assess student learning effectively.
4. engage in critical reflection on their own teaching practices and make informed decisions based on evidence.
5. engage in ongoing professional development to continuously improve their teaching effectiveness.
6. possess excellent communication and interpersonal skills, enabling them to effectively interact with students, colleagues, parents and other stakeholders.
7. implement strategies to support learners with special needs and students from diverse cultural, linguistic, and socio-economic backgrounds.
8. demonstrate a strong commitment to ethical and professional standards in the teaching profession.
9. assume leadership roles, contribute to educational initiatives, and engage in professional networks and communities of practice.

## 8. 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.

## 9. 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 the 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.

## 10. 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.

### MAPPING OF SCHOOL VISION, MISSION WITH PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES(PSO)

School Vision	School Mission	Programme Outcomes (PO)	Programme Specific Outcomes (PSO)
The School of Humanities, K.R. Mangalam University has the vision to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.	M 1	PO1, PO3, PO4, PO8, PO10	PSO1, PSO2, PSO4
	M 2	PO3, PO9, PO10	PSO5, PSO6, PSO7
	M 3	PO5, PO6, PO7	PSO3, PSO4, PSO7
	M 4	PO4, PO6, PO8, PO10	PSO 1, PSO 2, PSO 3, PSO 4, PSO5, PSO 6, PSO 7
	M5	PO5, PO6, PO7, PO9	PSO5, PSO7
	M6	PO1, PO3, PO5, PO6, PO7, PO10	PSO 1, PSO 2, PSO 3, PSO 4, PSO5, PSO 6, PSO 7

## 11. PROGRAMME DURATION

Name of the Program	Duration
BACHELOR OF ARTS (HONOURS) IN ENGLISH	3 YEARS

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## 12. CAREER AVENUES

- **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.

## 13. ELIGIBILITY CRITERIA

1. The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.
2. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

## 14. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

## 15. TEACHING- LEARNING PROCESS

The teaching and pedagogy in the School of Humanities focus on fostering critical thinking, analytical skills, and a deep understanding of human culture, history, and society. The faculties foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute to student development through a focus on student-centric methods such as experiential learning, participative learning, problem-solving and ICT integration in the teaching-learning process. Collaborative learning strategies, such as group projects, presentations, and peer feedback, are utilized in the humanities. Students work together to explore complex topics, share insights, and develop teamwork and communication skills. Collaboration also fosters diverse perspectives and encourages students to learn from each other. Classroom discussions are also a key pedagogical tool in the humanities. Students engage in active dialogue, sharing interpretations, perspectives, and ideas. The Socratic method, involving questioning and probing, encourages critical thinking, reasoning, and the examination of assumptions.

## 16. ASSESSMENT METHODS

Both formative and summative assessments are integral part of the programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback, engage in one-on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work, research dissertations and performance evaluations are conducted after the completion of the course.

## 17. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

**Table 1**

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

	W	0	Withdrawal
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## 18. PROGRAMME STRUCTURE

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

	<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Semester V</b>	<b>Semester VI</b>	<b>Total</b>
<b>Courses</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>44</b>
<b>Credits</b>	<b>21</b>	<b>22</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>26</b>	<b>160</b>

## SCHEME OF STUDIES FOR BACHELOR OF ARTS (HONOURS) IN ENGLISH

Scheme of Studies Bachelor of Arts (Honours) in English 2024-27 as Per LOCF																
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	DSC-I	HUEL101	History of English Literature (14th to 18th Centuries)	3	1	0	4		1	DSC-IV	HUEL102	British Poetry and Drama: 14th to 17th Centuries	3	1	0	4
2	DSC-II	HUEL103	Indian Writing in English	3	1	0	4		2	DSC-V	HUEL104	European Classical Literature	3	1	0	4
3	DSC-III	HUEL105	Communication Skills	3	1	0	4		3	DSC-VI	HUEL106	Women's Writing	3	1	0	4
4	GE-I		Generic Elective-I	3	1	0	4		4	GE-II		Generic Elective-II	3	1	0	4
5	SEC-I	SEC001	Microsoft Excel - Refresher to Advanced	1	0	4	3		5	SEC-II	SEC002	Digital Marketing	1	0	4	3
6	VAC-I	VAC151	Environmental Studies and Disaster Management	2	0	0	2		6	VAC-II		Value Added Course-II	2	0	0	2
									7	Club/ Societies	CS001	Club/ Societies	0	0	0	1
Total Credits							21	Total Credits							22	
*Students must complete the summer internship of two credits during summer break/before commencement of classes of third semester. Evaluation/credit transfer will be done in the third semester																
THIRD SEMESTER									FOURTH SEMESTER							

S.No	Course Category	Course Code	Course Title	L	T	P	C
1	DSC-VII	HUEL201	British Romantic Literature	3	1	0	4
2	DSC-VIII	HUEL203	Popular Literature	3	1	0	4
3	DSC-IX	HUEL205	Postcolonial Literature	3	1	0	4
4	GE-III		Generic Elective-III	3	1	0	4
5	DSE-I		Discipline Specific Elective-I	3	1	0	4
6	SEC-III	SEC003	Entrepreneurship	1	0	4	3
7	AEC-I	AEC006	Verbal Ability	3	0	0	3
8	SI-I	SIEL001	Summer Internship	0	0	0	2
9	Community Service	CS002	Community Service	0	0	0	1
<b>Total Credits</b>							<b>29</b>
<b>FIFTH SEMESTER</b>							
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	DSC-X	HUEL202	Literary Criticism	3	1	0	4
2	DSC-XI	HUEL204	British Poetry and Drama: 17th to 18th Centuries	3	1	0	4
3	DSC-XII	HUEL206	Indian Writing in English Translation	3	1	0	4
4	DSC-XIII	HUEL208	Dalit Literature	3	1	0	4
5	GE-IV		Generic Elective-IV	3	1	0	4
6	DSE-II		Discipline Specific Elective-II (MOOC-1)	3	1	0	4
7	DSE-III		Discipline Specific Elective-III	3	1	0	4
8	AEC-II	AEC007	Communication & Personality Development	3	0	0	3
<b>Total credits</b>							<b>31</b>
<b>SIXTH SEMESTER</b>							
S.No	Course Category	Course Code	Course Title	L	T	P	C

1	DSC-XIV	HUEL301	British Literature: 18th Century	3	1	0	4		1	DSC-XVIII	HUEL302	Indian Classical Literature	3	1	0	4
2	DSC-XV	HUEL303	American Literature	3	1	0	4		2	DSC-XIX	HUEL304	British Literature: 19th Century	3	1	0	4
3	DSC-XVI	HUEL305	Modern European Drama	3	1	0	4		3	DSC-XX	HUEL306	Literary Theory	3	1	0	4
4	DSC-XVII	HUEL307	Literature of Indian Diaspora	3	1	0	4		4	DSE-VI		Discipline Specific Elective-VI	3	1	0	4
5	DSE-IV		Discipline Specific Elective-IV (MOOC-2)	3	1	0	4		5	GE-VI		Generic Elective-VI	3	1	0	4
6	DSE-V		Discipline Specific Elective-V	3	1	0	4		6		HUEL308	Research Project				6
7	GE-V		Generic Elective-V	3	1	0	4									
8	AEC-III	AEC010	Arithmetic and Reasoning Skills	3	0	0	3									
Total Credits							31	Total credits								26
Students on exit shall be awarded Bachelor of Arts (Hons.) English after securing the requisite 160 credits																
**For guidance purposes in Research Project the faculty supervisor must spend one hour per week with students																

Pool of Discipline Specific Courses (DSE)							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	DSE	HUEL001	Contemporary India: Women and Empowerment	3	1	0	4
2	DSE	HUEL002	Children's Literature		1	0	4

Pool of Generic Elective (GE)							
DATA SCIENCE							
S.No/Se m	Category of Course	Course Name	Course Code	L	T	P	C
I	GE-I	UDT101	Data Analytics Using SQL	2	0	2	4

3	DSE	HUEL003	Language and Linguistics	3	1	0	4
4	DSE	HUEL004	English Language Teaching	3	1	0	4
5	DSE	HUEL005	Dystopian Writings	3	1	0	4
6	DSE	HUEL006	Contemporary Indian Writing		1	0	4
7	DSE	HUEL007	Indian Partition Literature	3	1	0	4
8	DSE	HUEL008	Literature and Cinema	3	1	0	4
9	DSE	HUEL009	Disability Studies	3	1	0	4
10	DSE	HUEL010	Visual Narratives	3	1	0	4
11	DSE	HUEL011	Graphic Literature	3	1	0	4
12	DSE	HUEL012	Afro-American Literature	3	1	0	4
13	DSE	HUEL013	Queer Studies	3	1	0	4
14	DSE	HUEL014	Literature and Human Rights	3	1	0	4
15	DSE	HUEL015	War Literature	3	1	0	4

II	GE-II	UDT102	Data Analytics Using R	2	0	2	4
III	GE-III	UDT103	Python For Data Science	2	0	2	4
IV	GE-IV	UDT104	Data Preprocessing And Visualization Using Python	2	0	2	4
V	GE-V	UDT105	Time Series Analysis & Forecasting Using Python	2	0	2	4
VI	GE-VI	UDT106	Fundamental Of Machine Learning	2	0	2	4
<b>Media Studies</b>							
I	GE-I	UMS101	Understanding Media	3	1	0	4
II	GE-II	UMS102	Media Ethics and Laws	3	1	0	4
III	GE-III	UMS103	Reporting and Editing for Print	3	1	0	4
IV	GE-IV	UMS104	Advertising and Integrated Marketing Communication	3	1	0	4
V	GE-V	UMS105	Public Relation and Corporate Communication	3	1	0	4
VI	GE-VI	UMS106	Media, Development and Society	3	1	0	4

## EDUCATION

16	DSE	HUEL01 6	Gender Studies	3	1	0	4
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Abbreviation		
S.No	Category	Title
1	DSC	Discipline Specific Course
2	DSE	Discipline Specific Elective
3	GE	Generic Elective
4	OE	Open Elective
5	AEC	Ability Enhancement Course
6	SEC	Skill Enhancement Course
7	VAC	Value Added Course
8	SI	Summer Internship

I	GE-I	UED101	Foundations of Education	3	1	0	4
II	GE-II	UED 102	Educational Psychology	3	1	0	4
III	GE-III	UED 103	Measurement and Evaluation of Learner	3	1	0	4
IV	GE-IV	UED 104	Diversity and Inclusive Education	3	1	0	4
V	GE-V	UED 105	Guidance and Counseling	3	1	0	4
VI	GE-VI	UED 106	Applied Behaviour Analysis in Education	3	1	0	4

#### HUMAN RESOURCE MANAGEMENT

I	GE-I	UHR101	Foundations in Organizational Behaviour	3	1	0	4
II	GE-II	UHR102	Professional HRM Practices	3	1	0	4
III	GE-III	UHR103	Psychological Assessment in Organizations	3	1	0	4
IV	GE-IV	UHR104	Learning and Development in Organizations	3	1	0	4
V	GE-V	UHR105	Leadership and Talent Development	3	1	0	4
VI	GE-VI	UHR106	Counseling at Workplace	3	1	0	4

#### FOREIGN TRADE

I	GE-I	UFT101	Basics of Business	3	1	0	4
II	GE-II	UFT102	The Global Economy	3	1	0	4
III	GE-III	UFT103	International Business Environment	3	1	0	4
IV	GE-IV	UFT104	Macroeconomics of open economies	3	1	0	4
V	GE-V	UFT105	Global Political Economy	3	1	0	4
VI	GE-VI	UFT106	Growth Inequality and Conflict	3	1	0	4

### PSYCHOLOGY

I	GE-I	UPS101	Foundations of Psychology	3	1	0	4
II	GE-II	UPS102	Fundamentals of Social Psychology	3	1	0	4
III	GE-III	UPS103	Developmental Psychology	3	1	0	4
IV	GE-IV	UPS104	Counseling and Guidance	3	1	0	4
V	GE-V	UPS105	Health Psychology	3	1	0	4
VI	GE-VI	UPS106	Environmental Psychology	3	1	0	4
VI	GE	UFT106	Growth Inequality and Conflict	3	1	0	4
VII	GE	UFT107	Foreign Trade	3	1	0	4
VIII	GE	UFT108	International Financial Institutions	3	1	0	4
PSYCHOLOGY							

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I	GE	UPS101	Foundations of Psychology	3	1	0	4
II	GE	UPS102	Fundamentals of Social Psychology	3	1	0	4
III	GE	UPS103	Developmental Psychology	3	1	0	4
IV	GE	UPS104	Counseling and Guidance	3	1	0	4
V	GE	UPS105	Health Psychology	3	1	0	4
VI	GE	UPS106	Environmental Psychology	3	1	0	4
VII	GE	UPS107	Positive Psychology	3	1	0	4
VIII	GE	UPS108	Media Psychology	3	1	0	4

## SYLLABI

SEMESTER I					
<b>HUEL101</b>	<b>History of English Literature (14<sup>th</sup> to 18<sup>th</sup> Centuries)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC-I</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective:

The History of English Literature (14th to 18th Centuries) course plays a crucial role in fostering academic, career, and professional development for students. This course is integral to the English literature program, providing a comprehensive understanding of the literary movements, cultural contexts, and key figures that shaped English literature during a transformative period. By exploring the evolution of literature from the medieval period through the Enlightenment, students gain insight into how historical events, social changes, and philosophical shifts influenced literary expression. This understanding is essential for developing critical thinking and analytical skills, which are vital in any professional context.

### Course Outcomes:

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

**CO1:** Understanding key literary movements and historical contexts that shaped English literature from the 14th to the 18th centuries.

**CO 2:** Applying knowledge of literary techniques and themes to analyze selected texts from key authors of the period.

**CO 3:** Analyzing the relationships between different literary works and their socio-political environments to uncover deeper meanings.

**CO 4:** Evaluating the impact of major literary figures and their contributions on the evolution of English literature.

**CO 5:** Creating comparative analyses that synthesize insights from multiple texts across different genres and periods.

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## Course Content:

### Unit I:

**15 Lecture Hours**

**The Meaning of Literature:** Introduction to English Literature, Meaning, Literature in Anglo-Saxon Period, Literature in Medieval Period, Overview of Literature from Elizabethan Period to Modern Period.

**The Age of Chaucer:** Political and Social and Religious Background, The Black Death, Effort to Stop Black Death and its Effect, The Peasant Revolt, The Hundred Years War, Geoffrey Chaucer's Early life, Geoffrey Chaucer as writer and His Works with special reference to The Canterbury Tales.

### Unit II:

**15 Lecture Hours**

**The Revival of Learning:** Meaning, Cause, Literary Trends and Major Writers of the era.

**The Age of Elizabeth:** Tudor Dynasty Overview, Elizabeth's Early Days and Problem Faced, Elizabeth, The Spanish Armada, Religion in the Elizabeth Period (catholic, protestants, puritans), Religious Settlements, Politics in Elizabeth Era, Social Characteristics (food, Dressing, Fashion, etc.) Architecture, Literary characteristics, The University Wits, Elizabethan Theatre, Drama, Literature, Poetry, Pastoral Poetry, Prose, Sonnet.

### Unit III:

**15 Lecture Hours**

**The Puritan Age:** Meaning, Background and Feature, Literary Characteristics, Puritan Legacy, English Civil War, Political Situation, Metaphysical Poets, John Milton's Early Days and as a writer and Edmund Spenser.

**The Restoration Period:** Jacobean

an Age Overview, The English Restoration, Age of Dryden, Restoration Literature (Comedy, Drama, Comedy of Manners, Tragedy, Prose, etc.) and John Dryden.

### Unit IV:

**15 Lecture Hours**

**Eighteenth-Century Literature:** Age of Enlightenment (Cause, stages, thinkers, and writers) Age of Alexander Pope, Age of Samuel Johnson, Literary Characteristics of the age, Poetry, Drama and rise of Novel.

**The Age of Romanticism:** Background, Causes, Characteristics, Famous Romantic Poets and their Work, Romantic Age Prose, Novel Writers and Lake Poets.

### Textbooks:

1. Dr. T. Singh: A History of English Literature, Student Store Bareilly, 2022.
2. William J. Long: English Literature, Maple Press Pvt. Ltd., 2012.

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## Reference Books:

1. R.D. Trivedi: A Compendious History of English Literature, Vikas Publishing House Pvt. Ltd., 1976.
2. David Daiches: A Critical History of English Literature Vol. 1&2, Random House UK, 1998.
3. M.H. Abrams and Geoffrey Galt Harpham: A Glossary of Literary Terms, Cengage India Private Limited, 2015.

## Open Educational Resources:

- **Project Gutenberg:** access to classic literary works, including texts by Geoffrey Chaucer, William Shakespeare, and John Milton.  
[Project Gutenberg](#)
- **The British Library - Online Exhibitions:** Provides access to manuscripts and resources related to key literary figures and movements from this period.  
British Library Online Exhibitions
- **The Internet Archive:** Features a vast collection of digitized texts, including historical and literary works for research and study.  
[Internet Archive](#)

## Learning Experience:

This course aims to immerse students in the rich tapestry of English literature from the 14th to the 18th centuries, making it a dynamic and engaging learning experience. The course will be conducted through a blend of traditional and innovative methods, ensuring that students not only gain knowledge but also develop critical thinking and analytical skills. Through critical analysis and comparative studies, learners develop essential skills in interpreting literature from various perspectives, while discussions and collaborative projects enhance their engagement and appreciation of the material. This immersive approach fosters a deeper understanding of how the literature reflects and influences its cultural and social environments, ultimately enriching students' literary appreciation and critical thinking.

## Evaluation Scheme:

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

<b>SEMESTER I</b>					
<b>HUEL103</b>	<b>Indian Writing in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- II</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### **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.

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## Course Content:

### Unit I

**15 Lecture Hours**

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

### Unit II

**15 Lecture Hours**

R.K. Narayan: The Guide

### Unit III

**15 Lecture Hours**

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

### Unit IV

**15 Lecture Hours**

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					
HUEL105	Communication Skills	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- III				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

### Course Perspective:

The Communication Skills course is designed to enhance students' abilities to express ideas clearly and effectively in various contexts, which is essential for academic success and professional development. This course emphasizes key components of communication, including verbal and non-verbal skills, active listening, and persuasive writing. Students will engage in activities such as presentations, group discussions, and written assignments, which foster critical thinking and the ability to articulate complex ideas.

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## **Course outcomes:**

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

**CO1:** Understanding the principles of effective communication, including verbal, non-verbal, and written forms.

**CO 2:** Applying active listening techniques and feedback strategies to enhance interpersonal communication in diverse contexts.

**CO 3:** Analyzing the structure and effectiveness of various communication methods, including presentations, reports, and discussions.

**CO 4:** Evaluating the impact of cultural differences on communication styles and adapting strategies to improve cross-cultural interactions.

**CO 5:** Creating clear and persuasive written documents, such as essays, proposals, and emails, tailored to specific audiences and purposes.

## **Course Content:**

### **UNIT I**

**15 Lecture Hours**

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

### **UNIT II**

**15 Lecture Hours**

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

### **UNIT III**

**10 Lecture Hours**

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

### **UNIT IV**

**10 Lecture Hours**

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

### **UNIT V**

**10 Lecture Hours**

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

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## Textbooks:

1. Kumar, Sanjay and Pushplata. *Communication Skills*. Oxford University Press, 2015.
2. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.

## Reference Books:

1. Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam. *Intermediate Grammar, Usage and Composition*. Orient Black swan, 1976.
2. Bhaskar, W.W.S., AND Prabhu, NS., “English Through Reading”, Publisher: MacMillan, 1978
3. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata McGraw Hill 1994
4. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: Hospitality Press
5. Business Communication-K.K. Sinha
6. Essentials of Business Communication by Marey Ellen Guffey, Publisher: Thompson Press
7. How to win Friends and Influence People by Dale Carnegie, Publisher: Pocket Books
8. Basic Business Communication by Lesikar & Flatley, Publisher Tata McGraw Hills
9. Body Language by Allan Pease, Publisher Sheldon Press.

## Open Educational Resources:

- **Coursera - Effective Communication Skills:** Offers lectures on verbal and non-verbal communication.

[Coursera](#)

- **edX - Communication Skills and Teamwork:** Focuses on communication strategies and teamwork dynamics.

[edX](#)

- **OpenLearn - Communication and Information:** Covers communication theory and practical exercises.

[OpenLearn](#)

## Learning Experience:

The Communication Skills course offers essential training in effective communication, enhancing both personal and professional abilities. Students learn the importance of clear communication through the 7Cs, develop academic writing skills for summaries and proposals, and gain proficiency in technology-enabled communication. Vocabulary-building exercises enrich language use, while the personality development unit fosters confidence in public speaking and body language. Overall, the course equips students with vital skills for success in various professional settings.

## Evaluation Scheme:

Components	Continuous	Mid Term	End Term
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	<b>Assessment</b>	<b>Exam</b>	<b>Exam</b>
<b>Weightage (%)</b>	30	20	50

<b>SEMESTER I</b>					
<b>VAC151</b>	<b>Environmental Studies and Disaster Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Category of Course</b>	<b>VAC- I</b>				
<b>Total Contact Hours</b>	<b>30 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### **Course Perspective:**

The Environmental Studies and Disaster Management 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.

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## **Course Content:**

### **UNIT I**

**8 Lecture Hours**

#### **Environment and Natural Resources:**

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness.

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

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

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

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

Carbon Footprints.

### **UNIT II**

**15 Lecture 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. Fundamentals and Application of ESG (Environment Social Governance).

### **UNIT III**

**10 Lecture Hours**

#### **Introduction to Disasters:**

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Government, International and NGO Bodies in Disaster Preparedness.

Reconstruction and Rehabilitation, Post Disaster effects and Remedial Measures

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005,

Applications of AI and ML in Disaster Management and risk predictions.

**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 and Disaster Management 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					
SEC001	Microsoft Excel-Refresher to Advanced	L	T	P	C
Version 1.0		2	0	1	3
Category of Course	Skill Enhancement Course (SEC)-I				
Total Contact Hours	45 Hrs				
Pre-Requisites/ Co-Requisites	Basic Knowledge of MS office				

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## 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:

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

## Course Content:

<b>Brief Syllabus:</b> This course aims to deliver basic and advanced concepts of ms excel and its implementation. The students will become familiar with the concepts of functions, graphs, formatting tools and formulas.		
<b>UNIT WISE DETAILS</b>		
<b>Unit Number: 1</b>	<b>Title: Basic of MS Excel</b>	
<b>Content Summary:</b> Introduction to MS Excel, Sheet, Cell, worksheet, menu bar, title bar, tabs.		
<b>Unit Number: 2</b>	<b>Title: Formatting in MS Excel</b>	

<b>Content Summary:</b> Alignment, conditional formatting, table, lookup.		
<b>Unit Number: 3</b>	<b>Title: Functions &amp; Formulas</b>	
<b>Content Summary:</b> Function: Sum, Count, Average, Max, Min, Upper, Lower, Power, logical functions, if-else function.		
<b>Unit Number: 4</b>	<b>Title: Graphs</b>	
<b>Content Summary:</b> Graph: 2D, 3D, Pivot Table.		

### **Textbooks:**

1. Microsoft Office – Complete Reference – BPB Publication
2. Learn Microsoft Office – Russell A. Stultz – BPB Publication
4. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.

### **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.

### **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.

### **Evaluation Scheme:**

<b>Components</b>	<b>Continuous Assessment</b>	<b>Mid Term Exam</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	30	20	50

SEMESTER II					
<b>HUEL102</b>	<b>British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- IV</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective:

The British Poetry and Drama: 14th to 17th Centuries course offers students an in-depth exploration of the rich literary landscape during a pivotal era in English literature. This course is essential for understanding the evolution of poetic forms and dramatic structures, from the intricate verse of Chaucer to the groundbreaking works of Shakespeare and the metaphysical poets. Students will analyze key texts within their historical and cultural contexts, fostering critical thinking and appreciation for the artistry of language.

### Course Outcome

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

**CO1:** Understanding the key historical and cultural contexts that influenced British poetry and drama from the 14th to the 17th centuries.

**CO2:** Applying literary analysis techniques to examine the themes, forms, and styles of prominent poets and playwrights of the period.

**CO3:** Analyzing the structural and thematic elements of major works, including those by Chaucer, Shakespeare, and Donne, to uncover deeper meanings.

**CO4:** Evaluating the impact of societal changes, such as the Renaissance and the Reformation, on the evolution of British literary forms and genres.

**CO5:** Creating comparative essays that synthesize insights from poetry and drama, highlighting their interrelationships and cultural significance.

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## Course Content:

### UNIT I:

**15 Lecture Hours**

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

### UNIT II:

**15 Lecture Hours**

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

### UNIT III:

**15 Lecture Hours**

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

### UNIT IV:

**15 Lecture Hours**

William Shakespeare: Macbeth

## Textbooks:

1. Donne, John. *A Valediction Forbidding Mourning*. Florin Press, 1981.
2. Donne, John. *One Equall Light: An Anthology of the Writings of John Donne*. John Moses, 2003.
3. Shakespeare, William. *The Tragedy of Macbeth*. Nicholas Brooke, 2008.

## Reference Books:

1. Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing, 2010
2. Calvin, John. *Predestination and Free Will*, ed. James Bruce Ross and Mary Martin McLaughlin. Penguin Books, 1953.
3. *Fifteen Poets*. OUP, 1992.

## Open Educational Resources:

- **Project Gutenberg:** Provides access to classic texts by Chaucer, Shakespeare, and others.  
[Project Gutenberg](http://www.gutenberg.org)
- **Internet Archive:** Extensive collection of texts and analyses related to the period.  
[Internet Archive](http://www.archive.org)

- **Open Yale Courses - "Introduction to Shakespeare":** Lectures focused on Shakespeare's impact on drama and poetry.
- Open Yale Courses

### Learning Experience:

The British Poetry and Drama course, focusing on the 14th to 17th centuries, offers an immersive exploration of the rich literary landscape during this transformative period. Through close readings, discussions, and performance studies, learners gain a deeper appreciation for the evolution of poetic forms and dramatic structures, understanding how they reflect societal values and human experiences of the time. The course encourages critical thinking about the interplay between literature and history, fostering an awareness of how these texts continue to influence contemporary culture.

### Evaluation Scheme:

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

SEMESTER II					
HUEL104	European Classical Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- 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 Outcome

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 Lecture Hours**

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

### **UNIT II**

**15 Lecture Hours**

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

### **UNIT III**

**15 Lecture Hours**

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

### **UNIT IV**

**15 Lecture Hours**

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

## **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.

## **Open Educational Resources:**

- **Project Gutenberg:** Provides access to classical texts by Homer, Virgil, and Dante.

[Project Gutenberg](#)

- **Internet Archive:** A wide range of European classical literature and analyses.

[Internet Archive](#)

- **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					
HUEL106	Women's Writing	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- VI				
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

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identity, empowerment, and resistance, students will develop a nuanced understanding of how women's writing intersects with issues of race, class, and sexuality.

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## Course Outcome

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 Lecture Hours**

Chandra Talpade Mohanty : *Under Western Eyes*

Shashi Deshpande: *Writing from the Margins*

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

### UNIT II:

**15 Lecture Hours**

Alice Walker: *The Color Purple*

### UNIT III:

**15 Lecture 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 Lecture Hours**

Chitra Bannerjee: *Forest of Enchantments*

## Textbooks:

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

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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 II					
<b>SEC002</b>	<b>Digital Marketing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>
<b>Category of Course</b>	<b>Skill Enhancement Course (SEC)-II</b>				
<b>Total Contact Hours</b>	<b>75 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective:

This course has been designed to impart knowledge of online marketing and working on various tools. Through this program, we aim to provide tools which are in high demand in the current business environment. The course curriculum of the University needs to be supplemented by a short duration course to impart knowledge and skills required to understand digital marketing concepts. This program is the need of the hour. Once there was a time when advertisements were limited to television, radio, newspapers and magazines. However, as the world is moving towards online platforms, businesses are expanding their reach and trying to connect with the customers through digital marketing platforms.

### Course Outcomes:

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

**CO1:** Understanding the fundamental principles of digital marketing, including key concepts such as SEO, content marketing, and social media strategy.

**CO2:** Applying digital marketing tools and techniques to create and implement effective online marketing campaigns across various platforms.

**CO3:** Analyzing consumer behavior and market trends using digital analytics tools to inform marketing strategies and improve campaign performance.

**CO4:** Evaluating the effectiveness of digital marketing campaigns by measuring key performance indicators (KPIs) and ROI.

**CO5:** Creating compelling digital content and marketing materials tailored to target audiences, leveraging different formats such as blogs, videos, and social media posts.

### Course Content:

#### Unit 1: Marketing in the Digital World

**12 Lecture Hours**

Digital marketing: Concept, Features, Difference between traditional and digital marketing, moving from traditional to digital Marketing; Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based-Display Advertising; Community Based-Social Media Marketing; Others-

Affiliate, Email, Content, Mobile. Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

## **Unit 2: Content and Email Marketing**

**12 Lecture Hours**

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

## **Unit 3: Social Media Marketing and Display Marketing**

**12 Lecture Hours**

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies) Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format- Budget, Media, Ad Formats, Ad Copy.

## **Unit 4 Search Engine Marketing**

**09 Lecture Hours**

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMIs 5P Customer Search Insights Model. Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects- Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques Search Advertising: Overview of PPC Process Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension.

### **Textbooks:**

1. J Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
2. Kartajaya, H., Kotler, P., &Setiawan, I. (2016). Marketing 4.0: moving fromtraditional to digital. John Wiley & Sons.
3. Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

### **Reference Books:**

1. Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
2. Seema Gupta: Digital Marketing: Mcgraw Hill
3. Ultimate guide to digital Marketing by Digital Marketer

### **Online Educational Resources:**

- MS Office Tutorial
- Udemey

- Coursera
- Edx

### Learning Experience:

The Microsoft Excel course will provide an interactive and hands-on learning experience through a combination of guided instruction, practical exercises, and collaborative projects. Students will explore Excel's features and functions through real-world scenarios, applying skills in data management, formula creation, and data visualization. Instruction will include step-by-step tutorials, video demonstrations, and group activities that encourage peer learning and support. Assessments will involve individual assignments and group projects that require students to analyze and present data effectively.

### Evaluation Scheme:

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

Semester II						
CS001	Club/Societies	L	T	P	C	
Version 1.0		-	-	-	1	
Category of Course	Club/societies					
Total Contact Hours	NA					
Pre-requisites/Co-requisites						

### Guidelines:

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.

SEMESTER III					
<b>HUEL201</b>	<b>British Romantic Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- VII</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 lecture hours**

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

The Gothic; The Romantic Lyric

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

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William Wordsworth: "Tintern Abbey"

Samuel Coleridge: "Rime of the Ancient Mariner"

## UNIT II

15 lecture hours

John Keats: "Ode to Grecian Urn"

Percy Bysshe Shelley: "Ode to the West Wind"

John Byron: "She Walks in Beauty"

## UNIT III

15 lecture hours

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

William Hazlitt: *Public Opinion*

## UNIT IV

15 lecture hours

Jane Austen: *Pride & Prejudice*

### 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](#)
- **Internet Archive:** A collection of Romantic literature and critical works for deeper study.  
[Internet Archive](#)
- **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 III					
HUEL203	Popular Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- VIII				
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 lecture Hours**

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

Lewis Carroll: *Alice in Wonderland*.

### **UNIT II**

**15 lecture Hours**

Michael Crichton: *Jurassic Park* (1991)

### **UNIT III**

**15 lecture Hours**

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

### **UNIT IV**

**15 lecture Hours**

Elizabeth Gilbert: *Eat Pray Love*

## **Textbooks:**

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.

## **Reference Books:**

1. Ramaswamy, Sumathi. 'Introduction', in *Beyond Appearances? Visual Practices and Ideologies in Modern India*. Sage Publications, 2003.
2. Kanaganayakam, Chelva. 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' in *Post-Independence Voices in South Asian Writings*. Doaba Publications, 2001.

## **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](#)

- **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
Weightage (%)	30	20	50

SEMESTER III					
HUEL205	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					
SEC003	Entrepreneurship	L	T	P	C
Version 1.0		1	0	2	3
Category of Course	Skill Enhancement Course-III				
60 Hrs	60 Hrs				
Pre-Requisites/ Co-Requisites					

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## Course Perspective:

The purpose of the course is that the students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities. The objective of the course is, further on, that the students develop the ability of analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development and, finally, to contribute to their entrepreneurial and managerial potentials.

## Course Outcomes:

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

**CO1:** Understanding the fundamental principles of entrepreneurship, including the characteristics of successful entrepreneurs and the entrepreneurial process.

**CO2:** Applying business planning techniques to develop viable business models and plans, addressing key components such as market analysis, funding, and operations.

**CO3:** Analyzing case studies of successful and failed ventures to identify factors that contribute to entrepreneurial success or challenges.

**CO4:** Evaluating market opportunities and potential risks associated with new business ideas, using tools such as SWOT analysis and competitive analysis.

**CO5:** Creating innovative solutions and product concepts that meet identified market needs, demonstrating creativity and problem-solving skills.

## Course Content:

UNIT-I	12	Lecture	Hours
Entrepreneurship – Concept, knowledge and skills requirement, characteristics of successful Entrepreneurs, role of entrepreneurship in economic development, entrepreneurship process, factors impacting emergence of entrepreneurship, managerial vs. entrepreneurial approach and emergence of entrepreneurship			

UNIT-II	12	Lecture	Hours
Creating Entrepreneurial Venture – Environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility; drawing business plan; preparing project report; presenting business plan to investors			

UNIT-III	12	Lecture	Hours
Sources of Finance – Debt or equity financing, commercial banks, venture capital; financial Institutions supporting entrepreneurs; legal issues – intellectual property rights patents, trademarks, copy rights, trade secrets, licensing, franchising.			

**UNIT-IV****09 Lecture Hours**

Role of Central and State Governments in promoting entrepreneurship – Start-up India, Standup India, PM Yuva Yojna, NITI Aayog, Various incentives, subsidies, fiscal and tax concessions; agencies in entrepreneurship development – District Industries Centres (DICs), Small Industries Service Institute (SISI), Entrepreneurship Development Institutes of India (EDII); Women Entrepreneurs – role, problems, prospects.

**Textbooks:**

1. Tendon, C: Environment and Entrepreneur; Clough Publications, Allahabad.
2. Siner A David: Entrepreneurial Megabooks; John Wiley and Sons, New York.
3. Srivastava S. B: A Practical Guide to Industrial Entrepreneurs; Sultan Chand and Sons, New Delhi.

**Open Educational Resources:**

- [Coursera: Entrepreneurship: Launching an Innovative Business](#)
- edX: Entrepreneurship in Emerging Economies
- [Khan Academy: Entrepreneurship](#)
- [YouTube: Stanford eCorner](#) – Lectures and talks on entrepreneurship.
- MIT OpenCourseWare: Entrepreneurial Finance
- Harvard Business School Online: Entrepreneurship Essentials
- SBA Learning Center: Free Courses on Starting a Business

**Learning Experience:**

The entrepreneurship course will be conducted in an experiential and participatory manner, blending theoretical knowledge with hands-on learning to ensure students actively engage with the material. Instruction methods will include interactive lectures, case studies, group work, and real-world applications. Hands-on learning will be emphasized through activities like business plan development workshops, role-playing exercises for sourcing finance, and legal issue simulations where students navigate intellectual property rights. Assignments will be both individual and group-based, encouraging collaboration and peer feedback. Group discussions, debates, and presentations will enhance understanding, while peer reviews of business plans will build critical evaluation skills. Outside the classroom, students will be encouraged to engage with local entrepreneurs, conduct market research, and explore government schemes supporting entrepreneurship.

**Evaluation Scheme:**

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

SEMESTER III					
<b>AEC006</b>	<b>Verbal Ability</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Category of Course</b>	<b>Ability Enhancement Course-I</b>				
<b>Total Contact Hours</b>	<b>45 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>	<b>Basic English</b>				

### Course Perspective:

The course aims to improve language proficiency in three key areas: grammar, vocabulary and identification of grammatical errors in writing. Language proficiency enables students to comprehend lectures, understand course materials and enhances students' ability to express themselves clearly and effectively. In many professions, strong language skills are a prerequisite. Whether in business, medicine, law, or science, being able to communicate fluently and accurately is essential for collaboration, negotiation, and advancement. A strong command of verbal abilities can significantly impact job interviews. It allows candidates to answer questions confidently, demonstrate their qualifications effectively and leave a positive impression on potential employers.

### Course Outcomes:

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

**CO1:** Understanding the grammar rules and word meaning (Vocabulary).

**CO2:** Applying grammar rules and vocabulary in different context & purpose

**CO3:** Analyzing situations/ context of communication and selecting appropriate grammar and words.

**CO4:** Developing sentences and paragraphs to describe and narrate a situation

### Course Content:

#### Unit I

##### Vocabulary Development and Application

**10 Lecture Hours**

Content Summary: Understanding the concept of root words, Prefix and suffix, Ways to enhance Vocabulary, Crosswords and word quizzes, Confusing words, One word substitution, Odd one out, Synonyms and Antonyms, Commonly misspelt words, Idioms and Phrases

#### Unit II

##### Fundamentals of Grammar and Sentence Structure

**08 Lecture Hours**

Content Summary: Introduction to Parts of Speech, Tenses and its 'rules, Sentences (Simple, Compound and Complex), Subject Verb Agreement, Pronoun Antecedent agreement, Phrases and Clauses

### Unit III

#### Mastering Sentence Accuracy and Completion Skills

12 Lecture Hours

Content Summary: Spot the error (grammatical errors in a sentence), Sentence Correction (Improvement of sentences based on Grammar rules), Sentence Completion, Cloze Tests

### Unit IV

#### Enhancing Sentence Structure and Reading Comprehension Skills 06 Lecture Hours

Logical Arrangement of Sentences, Comprehending passages, Contextual questions, Anagrams, Analogies

#### Textbooks:

1. Norman Lewis – Word Power Made Easy
2. Wren & Martin – High School English Grammar & Composition
3. R.S. Agarwal & Vikas Agarwal – Quick Learning Objective General English
4. S.P. Bakshi - Objective General English
5. Praxis Groups -Campus Recruitment Complete Reference

#### Additional Readings:

<https://www.indiabix.com/online-test/aptitude-test/>

<https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

<https://www.hitbullseye.com/>

#### Learning Experience:

This course will focus on developing effective verbal and written communication techniques essential for professional and personal interactions. The course will employ a mix of interactive lectures, role-playing exercises, and group discussions to enhance speaking, listening, and presentation skills. Students will participate in activities such as peer reviews, case studies, and workshops that emphasize real-world communication scenarios, allowing for practical application of concepts. Evaluation will include individual presentations, written assignments, and participation in discussions, ensuring that students receive constructive feedback throughout the course.

#### Evaluation Scheme:

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

SEMESTER III							
SIEL001	Summer Internship			L	T	P	C
Version 1.0				0	0	0	2

<b>Category of Course</b>	<b>Summer Internship-I</b>
<b>Total Contact Hours</b>	<b>75 Hrs</b>
<b>Pre-Requisites/ Co-Requisites</b>	<b>Knowledge of MS Office, Some soft Skills</b>

### **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					
CS002	Community Service	L	T	P	C
Version 1.0		-	-	-	1
Category of Course	Club/societies				
Total Contact Hours	NA				
Pre-requisites/Co-requisites					

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## **Guidelines**

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.

SEMESTER IV					
<b>HUEL202</b>	<b>Literary Criticism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- X</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture Hours**

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

#### Unit II

**15 Lecture Hours**

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

### Unit III

15 Lecture Hours

John Dryden: *Essay of Dramatic Poesy*

William Wordsworth: Preface to *Lyrical Ballads*

### Unit IV

15 Lecture Hours

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

I.A. Richards and Practical Criticism

### 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					
HUEL204	British Poetry & Drama: 17 <sup>th</sup> to 18 <sup>th</sup> Centuries	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XI				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

### Course Perspective:

The British Poetry & Drama: 17th to 18th Centuries course explores the dynamic literary landscape of this transformative period. This course is vital for understanding the evolution of poetic forms and dramatic conventions, as well as the social, political, and philosophical influences that shaped these works. Students will analyze a range of texts, from metaphysical poetry to Restoration comedies, developing critical thinking and analytical skills through close readings and contextual discussions. By examining themes such as individualism, satire, and the complexities of human experience, students will gain insights into the cultural milieu of early modern Britain.

### Course Outcomes:

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

**CO1:** Understanding the key historical, cultural, and literary contexts that influenced British poetry and drama from the 17th to the 18th centuries.

**CO2:** Applying literary analysis techniques to examine the works of significant poets and playwrights of the period.

**CO3:** Analyzing the themes of social change, morality, and individualism present in the poetry and drama of this era, exploring how they reflect contemporary concerns.

**CO4:** Evaluating the impact of political and religious upheavals, such as the English Civil War and the Glorious Revolution, on literary production and form.

**CO5:** Creating comparative analyses that highlight the interconnections between poetic and dramatic works, examining their shared themes and stylistic choices.

## **Course Content:**

### **UNIT I**

**15 Lecture Hours**

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

### **UNIT II**

**15 Lecture Hours**

Aphra Behn: *The Rover*

### **UNIT III**

**15 Lecture Hours**

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

### **UNIT IV**

**15 Lecture Hours**

Alexander Pope: "The Rape of the Lock"

## **Textbooks:**

1. Milton, John. "Paradise Lost". Oxford University Press, 2005.
2. Pope, Alexander. "The Rape of the Lock". Dover Edition, 1968.
3. The New English Bible. Oxford University Press, 1972.

## **Reference Books:**

1. Dryden, John. 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed., ed. Stephen Greenblatt. Norton, 2012.
2. Machiavelli, Niccolo. *The Prince*, ed. and translated by Robert M. Adams. Norton, 1992.

## **Open Educational Resources:**

- **Project Gutenberg:** Access works by key figures like John Milton, Andrew Marvell, and Alexander Pope.

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

- **Internet Archive:** Explore a variety of poetry and drama from this period, including plays and critical analyses.

[Internet Archive](#)

- **Open University - "The Enlightenment":** This course covers literature from the 17th and 18th centuries, focusing on its cultural context.  
Open University

## Learning Experience:

The British Poetry and Drama course, focusing on the 17th to 18th centuries, offers students a rich exploration of the literary movements and cultural shifts that defined this period. The course emphasizes key themes like the tension between tradition and innovation, the role of reason and emotion, and the impact of political and social change on literature. Close readings of significant works, paired with historical context, enable students to understand how these texts reflect and critique their time. Engaging in discussions, performance analysis, and creative projects, students enhance their critical thinking and appreciation for the nuances of language and style.

## Evaluation Scheme:

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

SEMESTER IV					
HUEL206	Indian Writing in English Translation	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XII				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

## Course Perspective:

The British Poetry & Drama: 17th to 18th Centuries course offers a comprehensive exploration of the literary transformations that occurred in Britain during this pivotal period. Focusing on the evolution of poetic forms, dramatic conventions, and the influence of key social, political, and philosophical movements, the course provides a deep dive into the works that defined early modern British literature. Through close readings and contextual analysis, students will examine central themes such as

individualism, religious conflict, the rise of reason, and the complexities of human nature. This course not only fosters critical thinking and analytical skills but also enhances understanding of the cultural, intellectual, and historical currents that shaped the literature of 17th and 18th-century Britain.

### **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).

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## 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
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<b>Weightage (%)</b>	30	20	50
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<b>SEMESTER IV</b>					
<b>HUEL208</b>	<b>Dalit Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- XIII</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### **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.

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## 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**

Bama Faustina Soosairaj: Sangati (Trans. Lakshmi Holmstrom)

### Unit IV

**15 Lecture Hours**

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.

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## 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
Weightage (%)	30	20	50

SEMESTER IV						
<b>AEC007</b>	<b>Communication &amp; Personality Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
<b>Version 1.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	
<b>Category of Course</b>	<b>Ability Enhancement Course (AEC)-II</b>					
<b>Total Contact Hours</b>	<b>45 Hrs</b>					
<b>Pre-Requisites/ Co-Requisites</b>	<b>Basic English Language</b>					

### Course Perspective:

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

### Course Outcomes:

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

**CO1:** Improve public speaking and presentation abilities to confidently convey ideas and information.

**CO2:** Understand the framework of Communication to augment oratory skills and written English

**CO3:** Cultivate essential soft skills required at the different workplaces.

### Course Content:

#### Unit 1: Developing self and others

**08 Lecture Hours**

Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset, grit and working in teams.

#### Unit 2: Enhancing Reading and Writing Skills

**06 Lecture Hours**

Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

#### Unit 3: Effective Communication and Public Speaking

**07 Lecture Hours**

Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMA Y.

#### **Unit 4: Career Guide and readiness**

**15 Lecture Hours**

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

#### **Text Book and References:**

**R1 Talking to Strangers – Malcom Gladwell**

**R2 Fierce Conversation - Scot Susan**

**R3 Public Speaking - William S. Pfeiffer, Pearson**

**R4 Soft Skills for Everyone – Jeff Butterfield**

**R5 Business Communication – Rajendra Pal, J S Korlahalli**

**R6 The power of Positive Attitude -Roger Fritz**

**R7 Believe in Yourself – Dr. Joseph Murphy**

**J. Additional Readings**

- Websites & MOOCs

[www.16personalities.com](http://www.16personalities.com)

[www.tonyrobbins.com](http://www.tonyrobbins.com)

- Specific Research Papers

**GALLUP PRESS RESEARCH**

**FRANKLIN COVEY LEADERSHIP CENTRE**

- Videos

**The 7 Habits of Highly Effective People, Dr. Stephen R. Covey**

**I Am Not Your Guru, Tony Robbins**

- Podcast

**The Tim Ferriss Show**

- Magazines

**SUCCESS Magazine**

- Journals

### 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 Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER V					
<b>HUEL301</b>	<b>British Literature: 18th Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- XIV</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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

**15 lecture hours**

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

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

Dryden: "Mac Flecknoe"

Thomas Gray: "Elegy Written in a Country Churchyard"

Robert Burns: "A Red Red Rose"

**UNIT IV****15 lecture hours**Samuel Johnson: *Preface to Shakespeare***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 V					
HUEL303	American Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XV				
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 lecture hours**

The American Dream; Social Realism and the American Novel; Folklore and the American Novel  
Ralph Waldo Emerson: Excerpts from *The American Scholar*

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**Unit II: Poetry****15 lecture hours**

Edgar Allan Poe: "The Raven"

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

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

Robert Frost: "The Road Not Taken"

**Unit III: Play****15 lecture hours**

Introduction to American Drama, its characteristics and features

Edward Albee: *Who is Afraid of Virginia Woolf?***Unit IV: Novel****15 lecture hours**

Introduction to American Novel, its characteristics

Ernest Hemingway: *A Farewell to Arms***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](#)
- **Internet Archive:** Diverse collection of American literature and essays.  
[Internet Archive](#)
- **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					
HUEL305	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](https://www.gutenberg.org/)

- **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:**

<b>Components</b>	<b>Continuous Assessment</b>	<b>Mid Term Exam</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	30	20	50

SEMESTER V					
<b>HUEL307</b>	<b>Literature of Indian Diaspora</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>DSC- XVII</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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## 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](#)
- **Internet Archive:** A diverse collection of books, essays, and academic papers on Indian diaspora literature.  
[Internet Archive](#)
- **Open Yale Courses - "The Literature of the Indian Diaspora":** Lectures on key themes and authors in Indian diaspora literature.  
Open Yale Courses

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### **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:**

<b>Components</b>	<b>Continuous Assessment</b>	<b>Mid Term Exam</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	30	20	50

SEMESTER V					
<b>AEC010</b>	<b>Arithmetic and Reasoning Skills-III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Category of Course</b>	<b>AEC-III</b>				
<b>Total Contact Hours</b>	<b>45 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective:

The course aims to improve basic arithmetic skills, speed, and accuracy in mental calculations, and logical reasoning. These abilities are essential for a strong math foundation, helping students succeed in academics and various practical fields.

### Course Outcomes:

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

**CO 1:** Understanding arithmetic algorithms required for solving mathematical problems.

**CO 2:** Applying arithmetic algorithms to improve proficiency in calculations.

**CO 3:** Analyzing cases, scenarios, contexts and variables, and understanding their inter-connections in a given problem.

**CO 4:** Evaluating & deciding approaches and algorithms to solve mathematical & reasoning problems.

### Course Content:

#### Unit 1: Mathematical Essentials

**12 Lecture Hours**

Traditional Indian Calculation methods, Number types and divisibility principles, Practical uses of Percentage in calculating changes and discount, understanding Ratio and Proportion in everyday context.

#### Unit 2: Fundamentals of Logical Reasoning

**09 Lecture Hours**

Blood Relations, Direction Sense, Coding Decoding.

#### Unit 3: Elementary Quantitative Skills

**13 Lecture Hours**

Simple and Compound Interest in everyday situations like loans, investment, Practical problems involving Averages, Real life examples and scenarios involving Partnership

## Unit 4: Reasoning Skills

11 Lecture Hours

Introduction to reasoning, logical reasoning, Analytical reasoning, deductive reasoning, Inductive reasoning, Abductive reasoning, Reasoning in Communication, reasoning in decision making, Reasoning in Research and analysis

### Textbooks:

1. Guha Abhijit: Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill Publication
2. Quantitative Aptitude by R.S. Aggarwal
3. Verbal & Non-Verbal Reasoning by R.S. Aggarwal

### Open Educational Resources:

<https://www.indiabix.com/online-test/aptitude-test/>

<https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

<https://www.hitbullseye.com/>

### Learning Experience:

Students will explore emotional intelligence through group discussions and role-playing scenarios, enhancing their ability to empathize and resolve conflicts. Time management techniques will be practiced through real-life scheduling exercises and prioritization tasks. Digital literacy sessions will focus on safe online practices and creating professional digital profiles. Overall, the course aims to foster personal and professional growth through interactive learning experiences

### Evaluation Scheme:

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

SEMESTER VI					
HUEL302	Indian Classical Literature	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XVIII				
Total Contact Hours	60 Hrs				
Pre-Requisites/ Co-Requisites					

### Course Perspective:

The Indian Classical Literature course immerses students in the rich and diverse literary traditions of India, spanning ancient texts to medieval compositions. This course is essential for understanding the cultural, philosophical, and historical contexts that shaped works such as the Vedas, Upanishads, Mahabharata, Ramayana. Students will explore themes of dharma, spirituality, love, and the human condition, gaining insights into the values and beliefs that have influenced Indian society over centuries. Through close readings and comparative analyses, students will develop critical thinking and analytical skills, enhancing their ability to interpret complex texts.

### Course Outcomes:

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

**CO1:** Understanding the historical and cultural contexts that shaped Indian classical literature, including key periods, languages, and literary traditions.

**CO2:** Applying critical analysis techniques to examine major works, such as epics (like the Mahabharata and Ramayana), poetry, and drama, highlighting their themes and stylistic features.

**CO3:** Analyzing the philosophical and moral dimensions present in classical texts, exploring concepts such as dharma, karma, and the nature of reality.

**CO4:** Evaluating the influence of regional and cultural diversity on the development of Indian classical literature, including contributions from different linguistic traditions.

**CO5:** Creating comparative studies that synthesize insights from various classical texts, illustrating their interconnections and contributions to the broader literary landscape.

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## Course Content:

### UNIT I

**15 Lecture Hours**

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

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

### UNIT II

**15 Lecture Hours**

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

### UNIT III

**15 Lecture Hours**

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

### UNIT IV

**15 Lecture Hours**

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

## Textbooks:

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

## Open Educational Resources:

- **Project Gutenberg**: Access texts like the Mahabharata and Ramayana.  
[Project Gutenberg](#)
- **Internet Archive**: Diverse collection of Indian classical literature.  
[Internet Archive](#)
- **OpenLearn - "Exploring Indian Literature"**: Insights into key themes and works.  
OpenLearn

## Learning Experience:

The Indian Classical Literature course provides an insightful exploration of the rich tapestry of literary traditions from ancient and medieval India. Students engage with a diverse array of texts, including epic poetry, philosophical treatises, and classical dramas, focusing on works such as the Mahabharata, Ramayana, and the writings of Kalidasa. Through close readings and contextual analysis, learners examine themes of dharma, love, heroism, and the intricate relationship between humanity and the divine. The course encourages critical discussions about the cultural, historical, and religious influences

that shape these texts, highlighting their enduring relevance in contemporary society. This course enriches students' literary analysis skills while fostering a greater understanding of India's rich cultural heritage.

### Evaluation Scheme:

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

SEMESTER VI					
HUEL304	British Literature: 19 <sup>th</sup> Century	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XIX				
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 Lecture Hours**

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

### **UNIT II**

**15 Lecture Hours**

Charlotte Bronte: *Jane Eyre*

### **UNIT III**

**15 Lecture Hours**

Charles Dickens: *Hard Times*

### **UNIT IV**

**15 Lecture 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 VI					
HUEL306	Literary Theory	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	DSC- XX				
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.

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## 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 Lecture Hours**

Literary Theory: An Introduction

Terry Eagleton: "What is Literature?"

### Unit II

**15 Lecture Hours**

Post colonialism: Edward Said's 'Introduction' in *Orientalism*

Mahatma Gandhi, 'Passive Resistance' & 'Education' in *Hind Swaraj*

### Unit III

**15 Lecture Hours**

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

### Unit IV

**15 Lecture Hours**

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

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

## 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
Weightage (%)	30	20	50

SEMESTER VI					
HUEL308	Research Project	L	T	P	C
Version 1.0					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**

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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

Pool of Discipline Specific Elective Courses (DSE)							
S.No	Course Category	Course Code	Course Title	L	T	P	C
1	DSE	HUEL001	Contemporary India: Women and Empowerment	3	1	0	4
2	DSE	HUEL002	Children's Literature		1	0	4
3	DSE	HUEL003	Language and Linguistics	3	1	0	4
4	DSE	HUEL004	English Language Teaching	3	1	0	4
5	DSE	HUEL005	Dystopian Writings	3	1	0	4
6	DSE	HUEL006	Contemporary Indian Writing		1	0	4
7	DSE	HUEL007	Indian Partition Literature	3	1	0	4
8	DSE	HUEL008	Literature and Cinema	3	1	0	4
9	DSE	HUEL009	Disability Studies	3	1	0	4
10	DSE	HUEL010	Visual Narratives	3	1	0	4
11	DSE	HUEL011	Graphic Literature	3	1	0	4
12	DSE	HUEL012	Afro-American Literature	3	1	0	4
13	DSE	HUEL013	Queer Studies	3	1	0	4
14	DSE	HUEL014	Literature and Human Rights	3	1	0	4
15	DSE	HUEL015	War Literature	3	1	0	4
16	DSE	HUEL016	Gender Studies	3	1	0	4

## CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

<b>HUEL001</b>	<b>Contemporary India: Women and Empowerment</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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## Course Content:

### UNIT I

**15 Lecture Hours**

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

### UNIT II

**15 Lecture Hours**

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

### UNIT III

**15 Lecture Hours**

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

### UNIT IV

**15 Lecture Hours**

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

## Textbooks:

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

## 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

## CHILDREN'S LITERATURE

<b>HUEL002</b>	<b>Children's Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture Hours**

Roald Dahl: Fantastic Mr Fox

Antoine de Saint-Exupéry: The Little Prince

### **Unit-II: 15 Lecture Hours**

**The Crossover** by Kwame Alexander

### **Unit-III: 15 Lecture Hours**

**Wonder** by R.J. Palacio

### **Unit-IV: 15 Lecture 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

## LANGUAGE AND LINGUISTICS

<b>HUEL003</b>	<b>Language and Linguistics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

## 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 Lecture Hours**

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

#### **UNIT II**

**15 Lecture Hours**

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

#### **UNIT III**

**15 Lecture Hours**

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

#### **UNIT IV**

**15 Lecture 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.

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## 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

## ENGLISH LANGUAGE TEACHING

<b>HUEL004</b>	<b>English Language Teaching</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture Hours**

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

#### UNIT II

**15 Lecture Hours**

Materials for language teaching (Structure of a textbook and its relation to the

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syllabus)

Assessing language skills (tests and their purposes)

### **UNIT III**

**15 Lecture Hours**

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

### **UNIT IV**

**15 Lecture 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

## DYSTOPIAN WRITINGS

<b>HUEL005</b>	<b>Dystopian Writings</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective:

The Dystopian Writings course explores the genre of dystopian literature, examining its themes, characteristics, and socio-political critiques. This course is essential for understanding how dystopian narratives reflect societal fears, challenges, and moral dilemmas, often envisioning futures shaped by authoritarianism, environmental degradation, technological control, and social injustice. By examining the implications of dystopian writings, students will gain insights into the importance of critical thought and activism in confronting real-world issues, preparing them to engage thoughtfully with the complexities of modern society.

### Course Outcomes:

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

**CO1:** Understanding the key characteristics and themes of dystopian literature, including the exploration of societal issues, totalitarianism, and the human condition.

**CO2:** Applying critical reading strategies to analyze significant dystopian texts, identifying narrative techniques and the authors' use of symbolism and imagery.

**CO3:** Analyzing the social, political, and environmental contexts that inspire dystopian narratives, exploring how these contexts reflect contemporary concerns and anxieties.

**CO4:** Evaluating the impact of dystopian literature on public discourse, considering how these works challenge societal norms and provoke critical thought about possible futures.

**CO5:** Creating comparative analyses of different dystopian works, examining variations in themes, character development, and authorial intent across cultures and time periods.

## **Course Content:**

### **UNIT I: 15 Lecture Hours**

Mary Shelley: *The Last Man*

### **UNIT II: 15 Lecture Hours**

H.G. Wells: *The Time Machine*

### **UNIT III: 15 Lecture Hours**

Malcolm Bradbury: *Fahrenheit 451*

### **UNIT IV: 15 Lecture Hours**

William Golding: *Lord of the Flies*

## **Textbooks:**

1. Shelley, Mary. *The Last Man*. Wordsworth Editions, 1999.
2. Wells, H.G. *The Time Machine*. Penguin Classics, 2012.
3. Bradbury, Malcolm. *Fahrenheit 451*. Del Rey Books, 1992.
4. Golding, William. *Lord of the Flies*. New York :Perigee, 1954.

## **Reference Books:**

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

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## 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:

The Dystopian Writings course provides an engaging exploration of literature that reflects societal anxieties and critiques contemporary issues through speculative narratives. Through critical analysis, learners explore themes of totalitarianism, surveillance, environmental collapse, and social inequality, considering how these narratives comment on real-world challenges. The course encourages discussions on the use of literary techniques, world-building, and character development in creating compelling dystopian visions. By analyzing the cultural and historical contexts of these works, students gain insights into the genre's power to provoke thought and inspire change.

## Evaluation Scheme:

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

## CONTEMPORARY INDIAN WRITING

<b>HUEL006</b>	<b>Contemporary Indian Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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## Course Content:

### UNIT I: 15 Lecture Hours

Aravind Adiga: *The White Tiger*

### UNIT II: 15 Lecture Hours

Arundhati Roy: *God of Small Things*

### UNIT III: 15 Lecture Hours

Upmanyu Chatterjee: *English, August*

### UNIT IV: 15 Lecture 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

## INDIAN PARTITION LITERATURE

<b>HUEL007</b>	<b>Indian Partition Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture Hours**

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

“Women” by Urvashi Butalia

### **Unit II: Novel**

**15 Lecture Hours**

Cracking India by Bapsi Sidhwa

### **Unit III: Poems about Partition of 1947**

**15 Lecture 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 Lecture 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. Settar S and Gupta I. B. New Delhi: Manohar, 2002.
4. Singh, K. “Train to Pakistan”, New York: Grove Weidenfeld, 1956.

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## 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

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## LITERATURE AND CINEMA

<b>HUEL008</b>	<b>Literature and Cinema</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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**Course Content:****Unit I: Foundations of Literature and Cinema****15 Lecture 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 Lecture 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 Lecture 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 Lecture 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.

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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

## DISABILITY STUDIES

<b>HUEL009</b>	<b>Disability Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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## Course Content:

### Unit I: Introduction to Disability Studies

15 Lecture Hours

Definition and Key Concepts

Models of Disability: Medical, Social and Religious

Disability Rights Movement and Activism

### Unit II: Disability in Literature

15 Lecture Hours

Rohinton Mistry: *Such a Long Journey*

### Unit III: Disability, Language & Identity

15 Lecture Hours

Indra Sinha: *Animals' People*

### Unit IV: Representation of Disability in Films

15 Lecture Hours

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## 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](http://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](https://www.coursera.org/specializations/disability-inclusion)

- **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

## VISUAL NARRATIVES

HUEL010	Visual Narratives	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 Visual Narratives course examines the interplay between image and text in storytelling, exploring how visual elements enhance narrative meaning across various media, including graphic novels, film, photography, and digital media. This course is essential for understanding the techniques and conventions of visual storytelling, as well as the cultural and historical contexts that shape these narratives. Students will analyze works from diverse creators, discussing how elements such as composition, color, and visual metaphors contribute to themes and emotional resonance. Through practical projects and critical discussions, students will develop skills in visual literacy, narrative

analysis, and creative expression, enhancing their ability to communicate ideas effectively through visual mediums.

### **Course Outcomes:**

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

**CO1:** Understanding the fundamental concepts of visual narratives, including the relationship between text and image and the role of visual storytelling in communication.

**CO2:** Applying critical analysis skills to examine various forms of visual narratives, such as graphic novels, comics, illustrations, and film, identifying their narrative structures and techniques.

**CO3:** Analyzing the use of visual elements—such as color, composition, and symbolism—in storytelling, and how these elements contribute to the overall meaning and impact of the narrative.

**CO4:** Evaluating the cultural, social, and political contexts that influence visual narratives, discussing how they reflect and challenge societal norms and values.

**CO5:** Creating original visual narratives or projects that effectively combine text and imagery to convey a story, demonstrating an understanding of narrative techniques and audience engagement.

### **Course Content:**

#### **UNIT I**

**15 Lecture Hours**

**History and Introduction:** The Power of Narrative; Introduction to Visual Narratives: Eastern and Western Developments; Diverse Medias of Visual narration; Visual Approaches as a Qualitative tool: Mapping images, Making the familiar strange, interpretation of visual data; Images and narratives in public spaces

#### **UNIT II**

**15 Lecture Hours**

**Reading Paintings:** How to analyse paintings; Text inspired Paintings: John William Waterhouse *The Lady of Shalott* (1888), Sir John Everett Millais *Ophelia* (1851-2), John William Waterhouse, *La Belle Dame sans Merci*, 1893; “Textual Analysis as a Research Method” Catherine Belsey

Paintings that Inspired Text: “**Musee des Beaux Arts**” by W. H. Auden

#### **UNIT III**

**15 Lecture Hours**

**Film as narrative and visual mode:** Stories and plots; Film narrative and visual cohesion; Studying *Harry Potter* and *Lord of The Rings* films.

#### **UNIT IV**

**15 Lecture Hours**

**Film Studies:** The invention of motion pictures, film historiography, auteur theory, Feminist Film Theory, Schreiber theory  
Visual literacy: Comics Studies, Advertising, Propaganda

### **Textbooks:**

1. Adams, M., Foutz, S., Luke, J. & Stein, J. (2007). Thinking Through Art: Isabella Stewart
2. Teaching literacy through art. New York: Solomon R. Guggenheim
3. Narrative and Media: Rosemary Huisman, Julian Murphet, Anne Dunn

### **Reference Books:**

1. Textual Analysis as a Research Method Catherine Belsey, Swansea University
2. <https://egyankosh.ac.in/bitstream/123456789/38959/1/Unit-2.pdf>
3. <https://www.egyankosh.ac.in/bitstream/123456789/48235/1/Unit-7.pdf>
4. [https://scps.depaul.edu/student-resources/undergraduate-resources/Documents/ILP/CB\\_Analyzing\\_Art\\_as\\_Text.pdf](https://scps.depaul.edu/student-resources/undergraduate-resources/Documents/ILP/CB_Analyzing_Art_as_Text.pdf)

### **Open Educational Resources:**

- **OpenLearn - "Visual Storytelling"**: Course on principles of visual storytelling.  
[OpenLearn](#)
- **Coursera - "The Language of Hollywood"**: Examines visual narrative techniques in film.  
[Coursera](#)
- **MIT OpenCourseWare - "Introduction to Media Studies"**: Covers visual narratives and cultural impact.  
[MIT OpenCourseWare](#)

### **Learning Experience:**

The Visual Narratives course offers an engaging exploration of storytelling through visual mediums, including graphic novels, comic books, film, and digital media. Students examine the interplay between images and text, analyzing how visual elements contribute to narrative structure, character development, and thematic depth. The course encourages critical discussions about the cultural and social implications of visual narratives, including issues of representation and accessibility. By participating in hands-on projects and collaborative analyses, students develop their own visual storytelling skills while enhancing their understanding of how narratives can be effectively conveyed through visual means. This course equips students with the analytical and creative tools necessary to appreciate and create powerful visual narratives that resonate with audiences.

### **Evaluation Scheme:**

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

## GRAPHIC LITERATURE

<b>HUEL011</b>	<b>Graphic Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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.

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## Course Content:

### Unit I: 15 Lecture Hours

Key Concepts

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

### Unit II: 15 Lecture Hours

Fred Fordham's *To Kill a Mocking Bird*

### Unit III: 15 Lecture Hours

Orijit Sen's *River of Stories*

### Unit IV: 15 Lecture 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](#)

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### **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:**

<b>Components</b>	<b>Continuous Assessment</b>	<b>Mid Term Exam</b>	<b>End Term Exam</b>
<b>Weightage (%)</b>	30	20	50

## AFRO-AMERICAN LITERATURE

<b>HUEL012</b>	<b>Afro-American Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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:

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**Unit I****15 Lecture Hours**

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

**UNIT II****15 Lecture Hours**

The Color Purple (1982) by Alice Walker,

**UNIT III****15 Lecture Hours**

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

**UNIT IV****15 Lecture 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.

**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

### QUEER STUDIES

HUEL013	Queer 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 Queer Studies course offers an interdisciplinary exploration of LGBTQ+ identities, histories, and cultural expressions. This course is essential for understanding the complexities of gender and sexuality, examining how societal norms and power structures influence queer experiences and representations. Through critical analysis and discussions, they will explore themes such as intersectionality, identity formation, community, and resistance, gaining insights into the historical and contemporary struggles for LGBTQ+ rights and visibility.

### Course outcomes:

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

**CO1:** Understanding the foundational concepts and theories of Queer Studies, including key terms related to gender, sexuality, and identity, as well as historical contexts of LGBTQ+ movements.

**CO2:** Applying critical frameworks to analyze literature, film, and other cultural texts, exploring how they represent queer identities and experiences.

**CO3:** Analyzing the intersectionality of queer identities with race, class, disability, and other social categories, examining how these intersections shape individual experiences and societal perceptions.

**CO4:** Evaluating the role of queer theory in challenging normative assumptions about gender and sexuality, discussing its impact on academic discourse and activism.

**CO5:** Creating informed discussions or written projects that critically assess contemporary issues in queer communities, such as representation, rights, and cultural visibility.

## Course Content:

### Unit I: Introduction and Themes

15 Lecture Hours

- Judith Butler: *Gender Trouble* (Introduction)
- Eve Kosofsky Sedgwick: "Epistemology of the Closet" (excerpts)
- Michel Foucault: *The History of Sexuality* (Introduction)
- Adrienne Rich: "Compulsory Heterosexuality and Lesbian Existence"

### Unit II: Novel

15 Lecture Hours

- James Baldwin: *Giovanni's Room*

### Unit III: Short Poems

15 Lecture Hours

- Audre Lorde: "Who Said It Was Simple"
- Emily Dickinson: "I'm Nobody! Who are you?"
- Langston Hughes: "Café: 3 a.m."

### Unit IV: Essays on Queer Theory and Identity

15 Lecture Hours

- José Esteban Muñoz: "Ephemera as Evidence: Introductory Notes to Queer Acts"
- Nivedita Menon: "Body Politics: Recasting the Female Subject"

## Textbooks:

1. Annamarie Jagose: *Queer Theory: An Introduction*
2. Gloria Anzaldúa: *Borderlands/La Frontera* (excerpts)
3. Sara Ahmed: *The Cultural Politics of Emotion*
4. Ruth Vanita and Saleem Kidwai: *Same-Sex Love in India* (excerpts)
5. Gayatri Gopinath: *Impossible Desires: Queer Diasporas and South Asian Public Cultures*

## Open Educational Resources:

- **OpenLearn - "Understanding Gender and Sexuality":** Course on key concepts in queer studies.  
[OpenLearn](#)
- **Coursera - "The Gender and Sexuality Course":** Focuses on contemporary issues in gender and sexuality.  
[Coursera](#)
- **MIT OpenCourseWare - "Queer Cinema":** Examines queer themes in film.  
[MIT OpenCourseWare](#)

## Learning Experience:

The Queer Studies course provides an interdisciplinary exploration of LGBTQ+ identities, experiences, and representations across literature, film, and cultural theory. Through critical analysis, learners examine themes such as gender identity, sexual orientation, intersectionality, and the politics of representation. The course fosters discussions about the historical and social contexts of queer movements, exploring how literature and media both reflect and shape societal attitudes towards LGBTQ+ communities.

## Evaluation Scheme:

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

## LITERATURE AND HUMAN RIGHTS

<b>HUEL014</b>	<b>Literature and Human Rights</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

## 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.

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## 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 Lecture Hours**

George Orwell: 1984

### UNIT – II

**15 Lecture Hours**

Harper Lee: To Kill a Mockingbird

### UNIT – III

**15 Lecture 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 Lecture 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](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

## WAR LITERATURE

<b>HUEL015</b>	<b>War Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture 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

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**Unit II: Novel for Study****15 Lecture Hours**Joseph Heller: *Catch 22***Unit III: Non-Fictional Works****15 Lecture Hours**

“What is War?” By Carl von Clausewitz

“Blood, Toil, Tears and Sweat” by Winston Churchill

**Unit IV: Visual Narrative of War****15 Lecture 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

## GENDER STUDIES

<b>HUEL016</b>	<b>Gender Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Discipline Specific Elective (DSE)</b>				
<b>Total Contact Hours</b>	<b>60 Hrs</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### 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 Lecture 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 Lecture 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 Lecture 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 Lecture 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

## ANNEXURE II

### SYLLABI (MINOR COURSES)

1. DATA SCIENCE							
S.No/Sem	Category of Course	Course Name	Course Code	L	T	P	C
I	GE	UDT101	Data Analytics Using SQL	2	0	2	4
II	GE	UDT102	Data Analytics Using R	2	0	2	4
III	GE	UDT103	Python For Data Science	2	0	2	4
IV	GE	UDT104	Data Preprocessing and Visualization Using Python	2	0	2	4
V	GE	UDT105	Time Series Analysis & Forecasting Using Python	2	0	2	4
VI	GE	UDT106	Fundamental Of Machine Learning	2	0	2	4

#### Semester-I

<b>UDT101</b>	<b>Data Analytics using SQL</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Total Lecture Hrs</b>	<b>60</b>				

#### Course Perspective

The course objective of "Data Science Using SQL" typically revolves around teaching students or participants the essential skills and knowledge needed to effectively utilize SQL (Structured Query Language) for data analysis and exploration within the context of data science. The course aims to provide a strong foundation in SQL and its application in various data-related tasks, with a focus on supporting data-driven decision-making processes.

#### Course Outcomes:

Upon successful completion of the course students should be able to:

1. Write complex SQL queries to retrieve, filter, and aggregate data from relational databases.
2. Apply SQL commands to clean and pre-process data, including handling missing values, duplicates, and data transformations.
3. Utilize SQL queries to explore datasets, identify patterns, and summarize key statistics to gain initial insights into the data.
4. Visualize query results using tools or libraries to create meaningful charts, graphs, and plots that enhance data understanding.

- 
5. Apply SQL skills to real-world data science problems in domains such as business, finance, marketing, and healthcare.

**Course Contents:**

**Unit 1**

**Contact Hours: 16**

- Introduction to Data Science
- Introduction To SQL Server
- Understanding Data & Information
- Database
- DBMS
- RDBMS
- DB Design
- Types of Databases
- SQL Server versions
- Creating DB
- Sub Languages of TSQL
- DDL
- DML
- TCL
- DCL
- DQL
- Creating Tables
- Insert,Delete,Update Data into Tables
- Normalization
- Constraints
- Unique
- Not Null
- Primary key
- Check
- Default
- Foreign Key

**Unit 2**

**Contact Hours: 22**

- Working With Single Table Queries
- Writing Queries using SELECT Statement
- Understanding Query Flow
- Operators in SQL Server
- Clauses in SQL Server
- Filtering Data Using WHERE Clause
- Sorting Data using ORDER BY Clause
- Avoid Duplicates using DISTINCT Clause
- Using Top Clause
- DML Commands
- Copying Data From one Table to Another
- Insert command
- Update Command
- Delete Command

- 
- DDL Commands
  - Create command
  - Alter Command
  - Drop Command
  - Truncate Command
  - Delete vs Truncate

### Unit 3

Contact Hours: 10

- Built in Functions
- Scalar Functions
- String
- Date
- DateFromParts
- ISNULL
- Group Functions
- Aggregate Functions
- Cunt(\*)
- MAX()
- MIN()
- AVG()
- SUM()

### Unit 4

Contact Hours: 16

- Sub Queries
- Importance of Sub Query
- Types of Sub Queries
- Nested Queries
- JOINS
- Importance of Joins
- Types of Joins
- Inner Join or Equi Join
- Outer Join
- Left Outer Join
- Right Outer Join

### **List of Practical's**

- Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
- Insert the details of a new student in the above table
- Delete the details of a student in the above table
- Use the select command to get the details of the students with marks more than 80
- Find the min, max, sum, and average of the marks in a student marks table
- Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
- Write a SQL query to order the (student ID, marks) table in descending order of the marks

- Write a SQL query to display the marks without decimal places, display the remainder after dividing marks by 3 and display the square of marks
- Write a SQL query to display names into capital letters, small letters, display first 3 letters of name, display last 3 letters of name, display the position the letter A in name
- Remove extra spaces from left, right and both sides from the text - " SQL for Data Science "
- Display today's date in "Date/Month/Year" format
- Display day name, month name, day, day name, day of month, day of year for today's date.

#### Reference Books

SQL: QuickStart Guide – The Simplified Beginner's Guide To SQL

<b>UDT102</b>	<b>Data Analytics Using R</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Total Lecture Hrs</b>	<b>60</b>				

#### Course Perspectives:

Data Science is a fast-growing interdisciplinary field, focusing on the analysis of data to extract knowledge and insight. This course will introduce students to the collection. Preparation, analysis, modeling and visualization of data, covering both conceptual and practical issues. Examples and case studies from diverse fields will be presented, and hands-on use of statistical and data manipulation software will be included.

#### Course Outcomes:

Upon completion of the subject, students will be able to:

1. Command over R programming for Data Visualization
2. Understand the processes of data science - identifying the problem to be solved, data collection, preparation, modeling, evaluation and visualization.
3. Able to use basic R data structures in loading, cleaning the data and preprocessing the data.
4. Able to do the exploratory data analysis on real time datasets
5. Able to understand and implement Linear Regression
6. Able to understand and use - lists, vectors, matrices, dataframes, etc.

#### Course Content

##### UNIT I Introduction to Data Science and Data Visualization:

Introduction to Data Science- Introduction- Definition - Data Science in various fields - Examples - Impact of Data Science - Data Analytics Life Cycle - Data Science Toolkit - Data Scientist - Data Science Team  
Understanding data: Introduction – Types of Data: Numeric – Categorical – Graphical – High Dimensional Data – Classification of digital Data: Structured, Semi-Structured and Un-Structured - Example Applications. Need for data visualization, applications of data visualization, Difference Between Data Visualization and Data Analytics, Role of Data Visualization in Artificial Intelligence, Machine Learning and Data Science. Comparison of various data visualization techniques.

##### UNIT II FUNDAMENTALS OF R

Introduction to R- Features of R - Environment - R Studio. Basics of R-Assignment - Modes - Operators - special numbers - Logical values - Basic Functions - R help functions - R Data Structures - Control Structures. Vectors: Definition- Declaration - Generating - Indexing - Naming - Adding & Removing elements - Operations on Vectors - Recycling - Special Operators - Vectorized if- then else-Vector Equality – Functions for vectors - Missing values - NULL values - Filtering & Subsetting.

### **UNIT III:**

Matrices - Creating Matrices - Adding or Removing rows/columns - Reshaping - Operations - Special functions on Matrices. Lists - Creating List – General List Operations - Special Functions - Recursive Lists. Data Frames - Creating Data Frames - Naming - Accessing - Adding - Removing - Applying Special functions to Data Frames - Merging Data Frames- Factors and Tables.

### **WORKING WITH R**

Working with data in R - Reading CSV and Excel Files, reading text files, Writing and saving data objects to file in R, String operations in R - Regular Expressions, Dates in R, Using Visualization tools – Bar Charts, Histograms, Pie Charts, Scatter Plots, Line Plots.

Input / Output – Reading and Writing datasets in various formats - Functions - Creating User-defined functions - Functions on Function Object - Scope of Variables - Accessing Global, Environment - Closures - Recursion. Exploratory Data Analysis - Data Preprocessing - Descriptive Statistics - Central Tendency - Variability - Mean - Median - Range - Variance - Summary - Handling Missing values and Outliers - Normalization

Data Visualization in R : Types of visualizations - packages for visualizations - Basic Visualizations, Advanced Visualizations and Creating 3D plots.

### **UNIT V Data Visualization with R:**

Basic Visualization Tools-Bar Charts, Histograms, Pie Charts, Basic Visualization Tools Continued Scatter Plots, Line Plots and Regression, Specialized Visualization Tools-Word Clouds, Radar Charts, Waffle Charts, Box Plots, how to create Maps Creating Maps in R, How to build interactive web pages- Introduction to Shiny, Creating and Customizing Shiny Apps, Additional Shiny Features Hands on with ggplot2: Marginal Plots, Bubble Plots & Count Charts, Diverging Charts, Themes, Multi Panel Plots, Multiple Plots, Background Colors.

### **Text Books:**

1. Cognitive computing with IBM Watson (by Rob High (Author), Tanmay Bakshi (Author), 30 April 2019)-1st edition.

### **Reference Books:**

1. Nina Zumel, John Mount, “Practical Data Science with R”, Manning Publications, 2014.
2. Jure Leskovec, Anand Rajaraman, Jeffrey D. Ullman, “Mining of Massive Datasets”, Cambridge University Press, 2014.
3. Mark Gardener, “Beginning R - The Statistical Programming Language”, John Wiley & Sons, Inc., 2012.
4. W. N. Venables, D. M. Smith and the R Core Team, “An Introduction to R”, 2013.
5. Tony Ojeda, Sean Patrick Murphy, Benjamin Bengfort, Abhijit Dasgupta, “Practical Data

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Science Cookbook”, Packt Publishing Ltd., 2014.

6. Nathan Yau, “Visualize This: The FlowingData Guide to Design, Visualization, and Statistics”, Wiley, 2011.
7. Boris lublinsky, Kevin t. Smith, Alexey Yakubovich, “Professional Hadoop Solutions”, Wiley, ISBN: 9788126551071, 2015.
8. R in a Nutshell: Second Edition Paperback– (23 Oct 2012) by Joseph Adler-2nd edition.
9. Applied Predictive Modeling Hardcover– (27 Apr 2018) by Max Kuhn, Kjell Johnson- 1st edition.
10. An Introduction to Statistical Learning: with Applications in R (Springer Texts in Statistics) Hardcover– (29 Sep 2017), by Gareth James, Daniela Witten, Trevor Hastie.

### **Student Activity**

Databases need to undergo pre-processing to be useful for data mining. Dirty data can cause confusion for the data mining procedure, resulting in unreliable output. Data cleaning includes smoothing noisy data, filling in missing values, identifying and removing outliers, and resolving inconsistencies.

### **RECOMMENDED CO-CURRICULAR ACTIVITIES:**

(Co-curricular activities shall not promote copying from textbook or from others work and shall encourage self/independent and group learning) **A. Measurable**

1. Assignments (in writing and doing forms on the aspects of syllabus content and outside the syllabus content. Shall be individual and challenging)
2. Student seminars (on topics of the syllabus and related aspects (individual activity))
3. Quiz (on topics where the content can be compiled by smaller aspects and data (Individuals or groups as teams))
4. Study projects (by very small groups of students on selected local real-time problems pertaining to syllabus or related areas. The individual participation and contribution of students shall be ensured (team activity)

### **B. General**

1. Group Discussion
2. Try to solve MCQ's available online.
3. Others

### **RECOMMENDED CONTINUOUS ASSESSMENT METHODS:**

Some of the following suggested assessment methodologies could be adopted;

1. The oral and written examinations (Scheduled and surprise tests)
2. Closed-book and open-book tests
3. Problem-solving exercises
4. Practical assignments and laboratory reports
5. Observation of practical skills
6. Individual and group project reports like "COVID-19 Analysis", "Estimated Quarantine Period for Covid-19 Contacts", etc.
7. Efficient delivery using seminar presentations,
8. Viva voce interviews.
9. Computerized adaptive testing, literature surveys and evaluations,
10. Peers and self-assessment, outputs from individual and collaborative work.

### **E BOOKS**

1. [https://web.itu.edu.tr/~tokerem/The\\_Book\\_of\\_R.pdf](https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf)

### **MOOC**

1. <https://online-learning.harvard.edu/subject/r>
2. <https://www.udemy.com/course/r-basics/>

## List of Practicals

### **R Programming LAB**

- 1) Installing R and R studio
- 2) Create a folder DS\_R and make it a working directory. Display the current working directory
- 3) installing the "ggplot2", "caTools", "CART" packages
- 4) load the packages "ggplot2", "caTools".
- 5) Basic operations in r
- 6) Working with Vectors:
  - Create a vector v1 with elements 1 to 20.
  - Add 2 to every element of the vector v1.
  - Divide every element in v1 by 5
  - Create a vector v2 with elements from 21 to 30. Now add v1 to v2.
- 7) Getting data into R, Basic data manipulation
- 8) Using the data present in the table given below, create a Matrix "M"

	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>
<i>C1</i>	0	12	13	8	20
<i>C2</i>	12	0	15	28	88
<i>C3</i>	13	15	0	6	9
<i>C4</i>	8	28	6	0	33
<i>C5</i>	20	88	9	33	0

- Find the pairs of cities with shortest distance.

- 9) Consider the following marks scored by the 6 students

<u>Section</u>	<u>Student no</u>	<u>M1</u>	<u>M2</u>	<u>M3</u>
<u>A</u>	1	45	54	45
<u>A</u>	2	34	55	55
<u>A</u>	3	56	66	64
<u>B</u>	1	43	44	45
<u>B</u>	2	67	76	78
<u>B</u>	3	76	68	37

- create a data structure for the above data and store in proper positions with proper names
  - display the marks and totals for all students
  - Display the highest total marks in each section.
  - Add a new subject and fill it with marks for 2 sections.
- 
- Three people denoted by P1, P2, P3 intend to buy some rolls, buns, cakes and bread. Each of them needs these commodities in differing amounts and can buy them in two shops S1, S2. The individual prices and desired quantities of the commodities are given in the following table "demand."

	price			demand.quantity			
	S1	S2		Roll	Bun	Cake	Bread
Roll	1.5	1	P1 P2 P3	6	5	3	1
Bun	2	2.5		3	6	2	2
Cake	5	4.5		3	4	3	1
Bread	16	17					

- Create matrices for above information with row names and col names.
- Display the demand.quantity and price matrices
- Find the total amount to be spent by each person for their requirements in each shop
- Suggest a shop for each person to buy the products which is minimal.

10) Consider the following employee details:

employee details as follows		
	emp_no:1	
	name: Ram	
	salary	
		basic: 10000
		hra: 2500
		da: 4000
	deductions	
		pf: 1100
		tax: 200
	total salary	
		gs(Gross Salary):
		ns(Net Salary)

- ☐ Create a list for the employee data and fill gross and net salary.
- ☐ Add the address to the above list
- ☐ display the employee name and address
- ☐ remove street from address
- ☐ remove address from the List.

11) Loops and functions - Find the factorial of a given number

12) Implementation of Data Frame and its corresponding operators and functions

13) Implementation of Reading data from the files and writing output back to the specified file

14) Treatment of NAs, outliers, Scaling the data, etc

15) Applying summary() to find the mean, median, standard deviation, etc

16) Implementation of Visualizations - Bar, Histogram, Box, Line, scatter plot, etc.

## E BOOKS

1. [https://web.itu.edu.tr/~tokerem/The\\_Book\\_of\\_R.pdf](https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf)

## MOOC

1. <https://online-learning.harvard.edu/subject/r>

2. <https://www.udemy.com/course/r-basics/>

3. <https://www.datacamp.com/courses/free-introduction-to-r>

## Semester-III

UDT103	Python For Data Science	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

## COURSE OUTCOMES

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

- 1 Identify the need for data science and solve basic problems using Python built-in data types and their methods.
- 2 Employ efficient storage and data operations using NumPy arrays.
- 3 Apply powerful data manipulations using Pandas.
- 4 Do data pre-processing and visualization using Pandas.

Prerequisites: NIL

## Unit 1: INTRODUCTION TO DATA SCIENCE AND PYTHON PROGRAMMING

Introduction to Data Science - Why Python? - Essential Python libraries - Python Introduction- Features, Identifiers, Reserved words, Indentation, Comments, Built-in Data types and their Methods: Strings, List, Tuples, Dictionary, Set - Type Conversion- Operators. Decision Making- Looping- Loop Control statement- Math and Random number functions. User defined functions - function arguments & its types.

### Practical Component:

1. Implement basic Python programs for reading input from console.
2. Perform Creation, indexing, slicing, concatenation and repetition operations on Python built-in data types: Strings, List, Tuples, Dictionary, Set
3. Solve problems using decision and looping statements.
4. Apply Python built-in data types: Strings, List, Tuples, Dictionary, Set and their methods to solve any given problem
5. Handle numerical operations using math and random number functions
6. Create user-defined functions with different types of function arguments.

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## **Unit 2: INTRODUCTION TO NUMPY**

NumPy Basics: Arrays and Vectorized Computation- The NumPy ndarray- Creating ndarrays- Data Types for ndarrays- Arithmetic with NumPy Arrays- Basic Indexing and Slicing - Boolean Indexing- Transposing Arrays and Swapping Axes. Universal Functions: Fast Element-Wise Array Functions- Mathematical and Statistical Methods-Sorting Unique and Other Set Logic.

### **Practical Component:**

1. Create NumPy arrays from Python Data Structures, Intrinsic NumPy objects and Random Functions.
2. Manipulation of NumPy arrays- Indexing, Slicing, Reshaping, Joining and Splitting.
3. Computation on NumPy arrays using Universal Functions and Mathematical methods.
4. Import a CSV file and perform various Statistical and Comparison operations on rows/columns.
5. Load an image file and do crop and flip operation using NumPy Indexing.

## **Unit 3: DATA MANIPULATION WITH PANDAS**

Introduction to pandas Data Structures: Series, DataFrame, Essential Functionality: Dropping Entries Indexing, Selection, and Filtering- Function Application and Mapping- Sorting and Ranking. Summarizing and Computing Descriptive Statistics- Unique Values, Value Counts, and Membership. Reading and Writing Data in Text Format.

### **Practical Component:**

1. Create Pandas Series and DataFrame from various inputs.
2. Import any CSV file to Pandas DataFrame and perform the following:
  - (a) Visualize the first and last 10 records
  - (b) Get the shape, index and column details
  - (c) Select/Delete the records(rows)/columns based on conditions.
  - (d) Perform ranking and sorting operations.
  - (e) Do required statistical operations on the given columns.
  - (f) Find the count and uniqueness of the given categorical values.
  - (g) Rename single/multiple columns.

## **Unit 4: DATA CLEANING, PREPARATION AND VISUALIZATION**

Data Cleaning and Preparation: Handling Missing Data - Data Transformation: Removing Duplicates, Transforming Data Using a Function or Mapping, Replacing Values, Detecting and Filtering Outliers- String Manipulation: Vectorized String Functions in pandas. Plotting with pandas: Line Plots, Bar Plots, Histograms and Density Plots, Scatter or Point Plots.

### **Practical Component:**

1. Import any CSV file to Pandas DataFrame and perform the following:
  - (a) Handle missing data by detecting and dropping/ filling missing values.
  - (b) Transform data using apply() and map() method.
  - (c) Detect and filter outliers.
  - (d) Perform Vectorized String operations on Pandas Series.
  - (e) Visualize data using Line Plots, Bar Plots, Histograms, Density Plots and Scatter Plots.

## **TEXT BOOKS**

1. Y. Daniel Liang, "Introduction to Programming using Python", Pearson, 2012.

2. Wes McKinney, “Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython”, O’Reilly, 2nd Edition, 2018.
3. Jake VanderPlas, “Python Data Science Handbook: Essential Tools for Working with Data”, O’Reilly, 2017.

#### REFERENCE BOOKS

1. Wesley J. Chun, “Core Python Programming”, Prentice Hall, 2006.
2. Mark Lutz, “Learning Python”, O’Reilly, 4th Edition, 2009.

#### E BOOKS

1. <https://www.programmer-books.com/introducing-data-science-pdf/>
2. <https://www.cs.uky.edu/~keen/115/Haltermanpythonbook.pdf>
3. [http://math.ecnu.edu.cn/~lfzhou/seminar/\[Joel\\_Grus\]\\_Data\\_Science\\_from\\_Scratch\\_First\\_Princ.pdf](http://math.ecnu.edu.cn/~lfzhou/seminar/[Joel_Grus]_Data_Science_from_Scratch_First_Princ.pdf)

#### MOOC

1. <https://www.edx.org/course/python-basics-for-data-science>
2. <https://www.edx.org/course/analyzing-data-with-python>
3. <https://www.coursera.org/learn/python-plotting?specialization=data-science-python>

#### Semester IV

<b>UDT104</b>	<b>Data Preprocessing and Visualization Using Python</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Total Lecture Hrs</b>	<b>60</b>				

#### Course Description

Data Handling and Visualization course deals with Data visualization, implementation, and principles of proportions

#### Course Objective

1. To explain the basics of Data Visualization
2. To enable students to Implement visualization of distributions
3. To make students to write programs on visualization of time series, proportions & associations
4. To make students to apply visualization on Trends and uncertainty
5. To enable students, understand the principles of proportions

#### Course Outcome

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

CO1. Understand the significance of data preprocessing in data analysis and machine learning, and be able to articulate its impact on the quality of results.

CO2. Identify and handle missing data, duplicates, and outliers to ensure the data is clean and ready for analysis.

CO3. Perform data transformation: normalizing, scaling, and encoding data to bring it to a consistent format and enable better comparisons.

CO 4. able to use various statistical and visual methods to summarize and explore the data, gaining insights into its distribution, correlations, and patterns.

CO 5. Visualize data effectively: Students should be proficient in using Python libraries like Matplotlib, Seaborn, and Plotly to create various types of visualizations, including histograms, box plots, scatter plots, heatmaps, and more.

CO 6. able to communicate their results effectively through presentations or reports, explaining the data preprocessing steps taken and the insights gained from the visualizations (i.e., able to present finding and insights of real data).

## **Prerequisites: Nil**

### **1. Introduction to Data Preprocessing**

Understanding the importance of data preprocessing

Steps involved in data preprocessing

Handling missing data

Dealing with outliers

### **2. Data Cleaning and Transformation**

Removing duplicates

Data normalization and scaling

Data encoding (e.g., one-hot encoding, label encoding)

Handling categorical variables

### **3 Exploratory Data Analysis (EDA)**

Data summarization and descriptive statistics

Data visualization techniques (e.g., histograms, box plots, scatter plots)

Correlation analysis

Heatmaps and pair plots

### **4. Data Visualization Libraries**

Introduction to popular Python libraries (e.g., Matplotlib, Seaborn, Plotly)

Creating basic plots and customizing visuals

Interactive visualizations

### **4. Data Preprocessing for Machine Learning**

Feature engineering and selection

Handling imbalanced data

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Data splitting (train-test split, cross-validation)

## 5. Integrating Data Preprocessing and Visualization in Python

Applying data preprocessing techniques to real-world datasets

Visualizing data after preprocessing

## 6. Project Work

Applying data preprocessing and visualization techniques to a specific dataset

Presenting findings and insights

## E BOOKS

1. <https://www.netquest.com/hubfs/docs/ebook-data-visualization-EN.pdf>

## MOOC

1. <https://www.coursera.org/learn/data-visualization>
2. <https://www.coursera.org/learn/python-for-data-visualization>

## Practical Content

**Prerequisite:** Python Basics

### LIST OF EXPERIMENTS:

1. Importing data from various sources (CSV, Excel, SQL).
2. Handling missing data: identifying and imputing missing values.
3. Data cleaning: removing duplicates and handling outliers.
4. Data normalization and scaling techniques.
5. Handling categorical data: encoding categorical variables (Label Encoding, One-Hot Encoding).
6. Feature engineering: creating new features, feature selection.
7. Descriptive statistics and summary metrics.
8. Data visualization with Matplotlib and Seaborn.
9. Customizing plots using Matplotlib and Seaborn.
10. Creating interactive visualizations with Plotly.
11. Aggregating data using Pandas.
12. Grouping data based on categories.
13. Pivot tables and cross-tabulation.

### Project (Data Visualization Case Study)

- Visualizing real-world datasets.
- Applying data pre-processing and visualization techniques to a new dataset.
- Creating meaningful and insightful visualizations using Matplotlib, Seaborn, and Plotly.
- Presenting findings and insights.

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## REFERENCE BOOKS

1. Claus Wilke, “Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures”, 1st edition, O’Reilly Media Inc, 2019.
2. Data Wrangling with Python by Jacqueline Kazil and Katharine Jarmul.

<https://www.datacamp.com/>

<https://towardsdatascience.com/>

<https://seaborn.pydata.org/>

### Semester V

UDT105	Time Series Analysis & Forecasting Using Python	L	T	P	C
Version 1.0		2	0	2	4
Pre-requisites/Exposure					
Total Lecture Hrs	60				

#### Unit 1: INTRODUCTION OF TIMESERIES ANALYSIS:

Introduction to Time Series and Forecasting, Different types of data, Internal structures of time series. Models for time series analysis, Autocorrelation and Partial autocorrelation. Examples of Time series Nature and uses of forecasting, Forecasting Process, Data for forecasting, Resources for forecasting.

#### Unit 2: STATISTICS BACKGROUND FOR FORECASTING:

Graphical Displays, Time Series Plots, Plotting Smoothed Data, Numerical Description of Time Series Data, Use of Data Transformations and Adjustments, General Approach to Time Series Modeling and Forecasting, Evaluating and Monitoring Forecasting Model Performance.

#### Unit 3: TIME SERIES REGRESSION MODEL:

Introduction Least Squares Estimation in Linear Regression Models, Statistical Inference in Linear Regression, Prediction of New Observations, Model Adequacy Checking, Variable Selection Methods in Regression, Generalized and Weighted Least Squares, Regression Models for General Time Series Data, Exponential Smoothing, First order and Second order.

#### Unit 4 AUTOREGRESSIVE INTEGRATED MOVING AVERAGE (ARIMA) MODELS:

Autoregressive Moving Average (ARMA) Models - Stationarity and Invertibility of ARMA Models - Checking for Stationarity using Variogram- Detecting Nonstationarity - Autoregressive Integrated Moving Average (ARIMA) Models - Forecasting using ARIMA - Seasonal Data - Seasonal ARIMA

Models Forecasting using Seasonal ARIMA Models Introduction - Finding the “BEST” Model - Example: Internet Users Data Model Selection Criteria - Impulse Response Function to Study the Differences in Models Comparing Impulse Response Functions for Competing Models .

### **TEXTBOOKS:**

- 1. Introduction To Time Series Analysis And Forecasting**, 2nd Edition, Wiley Series In Probability And Statistics, By Douglas C. Montgomery, Cheryl L. Jen(2015)
- 2. Master Time Series Data Processing, Visualization, And Modeling Using Python** Dr. Avishek Pal Dr. Pks Prakash (2017)

### **LAB**

1 Task to perform on Time Series data

- Time Series Data Cleaning
- Loading and Handling Times series data
- Preprocessing Techniques

2 How to Check Stationarity of a Time Series. How to make a Time Series Stationary? Estimating & Eliminating Trend.

- Aggregation
- Smoothing
- Polynomial Fitting Eliminating Trend and Seasonality
- Differencing
- Decomposition

3 a) Moving Average time analysis data.

b) Smoothing the Time analysis Data.

c) Check out the Time series Linear and non-linear trends.

d) Create a modelling.

4 Modelling time series

- Moving average
- Exponential smoothing
- ARIMA Seasonal autoregressive integrated moving average model (SARIMA)

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**Semester VI**

<b>UDT106</b>	<b>Fundamental Of Machine Learning</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Total Lecture Hrs</b>	<b>60</b>				

**Course Objective:**

1. To introduce students to the basic concepts and techniques of Machine Learning.
- 2: To develop skills of using recent machine learning software for solving practical problems.
- 3: To gain experience of doing independent study and research.
- 4: Ability to identify the characteristics of datasets and compare the trivial data and big data for various applications.

**Learning Outcome:**

Upon successful completion of the course the student will be able to:

1. Ability to select and implement machine learning techniques and computing environment that are suitable for the applications under consideration.
2. Ability to solve problems associated with batch learning and online learning, and the big data characteristics such as high dimensionality, dynamically growing data and in particular scalability issues.
3. Ability to understand and apply scaling up machine learning techniques and associated computing techniques and technologies.
4. Ability to recognize and implement various ways of selecting suitable model parameters for different machine learning techniques

**Course Contents:****Unit I INTRODUCTION TO MACHINE LEARNING:**

Application of Machine Learning, Supervised vs Unsupervised Learning, Python libraries suitable for Machine Learning

**II DATA PRE-PROCESSING AND DATA**

- Identifying and handling the missing values
- Encoding the categorical data

- 
- Normalization
  - Standardization
  - PCA

### **III SUPERVISED LEARNING REGRESSION AND CLASSIFICATION:**

Linear Regression, Non-Linear Regression, Model evaluation methods, KNearest Neighbour, Decision Tree, Logistic Regression, Support Vector Machines, Model Evaluation

### **IV Unsupervised Learning:**

K-means Clustering, Hierarchical Clustering, Density-Based Clustering

### **Reference Books:**

1. Machine Learning - Tom M. Mitchell
2. Python Machine Learning – Sebastian, Raschka and Vahid Mirjalili
3. Hands-On Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Technique to Build Intelligent Systems - Aurélien Geron
4. Understanding Machine Learning - Shai Shalev-Shwartz and Shai Ben-David

## **FOREIGN TRADE (MINOR)**

I	GE	UFT101	Basics of Business	3	1	0	4
II	GE	UFT102	The Global Economy	3	1	0	4
III	GE	UFT103	International Business Environment	3	1	0	4
IV	GE	UFT104	Macroeconomics of open economies	3	1	0	4
V	GE	UFT105	Global Political Economy	3	1	0	4
VI	GE	UFT106	Growth Inequality and Conflict	3	1	0	4

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## Semester-I

Course Code	Course Title	L	T	P	S	Credit
UFT101	<b>Basics of Business</b>	3	1			4
Pre-requisites/Exposure						

### Course Objectives:

- Understand the concept of business and its significance in the modern world.
- Differentiate between various forms of business ownership and organizational structures.
- Develop basic business planning and entrepreneurship skills.
- Explore the impact of globalization on contemporary businesses.

### Unit 1: Basis of Business

Understanding Business and Its Importance; Meaning, scope and evolution of commerce & industry, - Industrial Revolution- its effects. -Emergence of Indian MNCs & transnational corporations -Recent trends in business world. Globalization & challenges for Indian Business in new millennium.

### Unit 2: Forms of Business Organization

Business sectors & forms of business organizations- private sector, Cooperative sectors, public sector, joint sector, Services sector, Various forms of business organizations – Sole Proprietorship, Partnership firms, Joint stock companies -their features, relative merits, demerits & suitability. Merges & acquisitions-mergers in India. Networking, Franchising, BPOs & KPOs, E-commerce, On-line trading, patents, trademarks & copyright.

### Unit 3: Business and Entrepreneurship

Decisions in setting up an Enterprise – opportunity and idea generation, Role of creativity and innovation, Feasibility study and Business Plan, Business size and location decisions, various factors to be considered for starting a new unit, Relevant Government Policies - SEZ (Special Economic Zone) policy etc.

### Unit 4: Business and Globalization

Meaning and nature of globalization-Reasons behind globalization-Strategies for internationalization-Globalization of Indian business-Objectives and principles of GATT, Functions of WTO –Structure of WTO- Arguments for joining WTO and arguments against joining WTO

### Objectives

- To explore and offer knowledge on global business environment
- To explore knowledge on international institutions involved in promotion of global business, and

➤➤ To make future global managers

Unit – I International Business: Nature, importance and scope – Mode of entry into international business - Framework for analyzing international business environment – geographical, economic, socio-cultural, political and legal environment.

Unit – II International Economic Environment: World economic and trading situation; International economic institutions and agreements – WTO, UNCTAD, IMF, World Bank; Generalized system of preferences, GSP; International commodity agreements.

Unit – III Multinational Corporations: Conceptual framework of MNCs; MNCs and host and home country relations; Technology transfers – importance and types – M&A of MNC's

Unit IV –Foreign Investment: Capital flows – types and theories of foreign investment; foreign investment flows and barriers.- Foreign Direct Investment (FDI)

#### References

- Adhikary, Manab, GLOBAL BUSINESS MANAGEMENT, Macmillan, New Delhi.
- Aswathappa, INTERNATIONAL BUSINESS, Tata Mc Graw Hill publications, New Delhi.
- Bhattacharya.B, GOING INTERNATIONAL RESPONSE STRATEGIES FOR INDIAN SECTOR, Wheeler Publishing Co, New Delhi.
- Black and Sundaram, INTERNATIONAL BUSINESS ENVIRONMENT, Prentice Hall of India, New Delhi.
- Gosh, Biswanath, ECONOMIC ENVIRONMENT OF BUSINESS, South Asia Book, New Delhi.

### Semester-II

Course Code	Course Title	L	T	P	S	Credit
UFT102	<b>The Global Economy</b>	3	1			4
Pre-requisites/Exposure						

#### Unit 1: Introduction to Globalization and India

Understanding the concept of globalization, and the role of Globalization in economic growth. The economic reforms of 1991 in India. Impact on trade, investment, and economic growth.

#### Unit 2: Foreign Direct Investment (FDI) in India

Meaning and Concept of Foreign Direct Investment, Foreign Direct Investment Policies, Regulations, trends and compositions in the different sector of Indian Economy.

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### Unit 3: Foreign Trade

Foreign Trade: Salient features of India's foreign trade; Trends in foreign trade in the recent past, Balance of payment, Balance of Trade, and trends of the balance of payment in India.

### Unit 4: Global Challenges and Opportunities

Global Supply Chains and India, Role of India in Global Supply Chains, Sustainable Development and Climate Change, Sustainable Development and Climate Change.

Reference Books:

- "Globalization and Its Discontents" by Joseph E. Stiglitz
- "Capital in the Twenty-First Century" by Thomas Piketty
- "Economics of the Global Environment" by Ian W. H. Parry and others

### Semester-III

Course Code	Course Name	L	T	P	C
UFT103	International Business Environment	3	1	0	4
Prerequisite	-				

### Course Perspectives

An understanding of international business is essential for students in today's interdependent global world. This course will provide students with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. The module highlights how environmental factors affect business in a global economy. The module will also facilitate students' understanding of the challenges associated with working, communicating, and negotiating in a cross-cultural context. Moreover, the module will reflect upon current world affairs, both in commerce and politics in order to frame and contextualise the current challenges and problems.

### Course Outcome

CO1: Understand the international business environment, including economic, political, regulatory, demographic, social, cultural, and technological factors

CO2: Apply international trade theories, such as absolute and comparative advantage

CO3: Analyze the evolution of the international monetary system, including the breakdown of the Bretton Woods system, the emergence of the European Monetary System

CO4: Evaluate the strategies and structures of international business, focusing on the role and impact of multinational corporations.

## **Course Content**

### **Unit 1: An Overview of International Business Environment**

Economic environment –meaning and importance, political and regulatory environment, demographic environment ,social and cultural environment and technological environment. Globalisation and its effects on international business.

### **Unit- 2 :International Economic Environment and Economic Integration**

International Trade Theory: Theory of absolute advantage,Theory of Comparative advantage, The Political Economy of International Trade.New Theories of international Trade. Foreign Direct Investment : Types and significance of foreign investments(FDI Vs FII), factors affecting international investment.

**Types of Economic integration-** Free Trade Area, Customs Union, Common Market, European union. Integration of developing countries – SAARC,SAPTA,BRICS,BIMSTEC,RCEP. International commodity agreements ,Cartels – Bi-lateral & Multi-lateral contracts.

### **Unit-3:International Monetary System and Foreign Exchange Market**

The Pre-Bretton Wood's period, Breakdown of Bretton Wood system and emergence of EMS, EU and EURO. An overview of international economic institutions: International Monetary Funds (IMF) ,World Bank,WTO, Asian Development Bank, New Development Bank, UNCTAD, The Foreign Exchange Market, Government intervention and influence on exchange rate.

### **Unit - 4 :The Strategy and Structure of International Business**

Importance and dominance of MNCs ,advantages to host and home countries ,criticism of MNCs, Global competitiveness – indicators of competitiveness ,Technology and Global competitiveness. The Organization of International Business ,Entry Strategy and Strategic Alliances . Understanding the role of culture – communicating across cultures – cross cultural negotiations. Social Responsibilities and Ethics in International Business.

## **TEXT**

Francis -Cherunilam, International Business Environment, Mumbai, Himalaya Publishing House, 2008.

## **REFERENCE**

1. V.K.Bhalla, International Business Environment and Management, Anmol publications, 2010
2. Paul, Justin, Business Environment: Text & Cases, McGraw Hill, 2010.
3. Ian Worthington, Chris Britton, The Business Environment, New Delhi, Prentice Hall, 2007.

#### Semester-IV

Course Code	Course Name	L	T	P	C
UFT104	Macroeconomics of Open Economies	3	1	0	4
Prerequisite	-				

**Course Perspectives :** This course intends to emphasise on how a country's relations to the rest of the world influence aggregate economic activity, employment, exchange rate and inflation and 40 forms the scope for monetary and fiscal policy. The course includes a thorough introduction to the foreign exchange market and a discussion of world level interactions. A major part of the course deals with the dynamic effects (effects over time) of economic shocks and policies. The course prepares the student for taking part in professional discussions about the design of monetary and fiscal policy and for any kind of work where it is important to have a good understanding of macroeconomic fluctuations (e.g. for making predictions of macro variables, for choosing investment where the return depend on macro developments) when the economies are open.

#### Course Outcomes:

CO1: Understand the fundamentals of open-economy macroeconomics

CO2: Apply concepts related to the balance of payments, exchange rates, and foreign exchange markets

CO3: Analyze the theories of Purchasing Power Parity (PPP), including absolute and relative PPP, and assess their applications and limitations

CO4: Evaluate international macroeconomic policies and systems.

**Unit 1** Open-Economy Macroeconomics: National Income accounting. Keynesian national income determination model, circular flow of national income

**Unit 2:** Balance of payment; Exchange Rates and the Foreign Exchange Market; Money, Interest Rates, and Exchange Rates; Price Levels and the Exchange Rate in the Long Run; Output and the Exchange Rate in the Short Run; Fixed Exchange Rates and Foreign Exchange Intervention

**Unit 3-** Purchasing Power PPP, Absolute & Relative PPP, Long Run Exchange Rate Model Based upon PPP, Problems with PPP, Beyond Purchasing Power Parity,

**Unit 4-** International Macroeconomic Policy: International Monetary Systems: An Historical Overview; Financial Globalization: Opportunity and Crisis; Optimum Currency Areas and the Euro; Developing Countries: Growth, Crisis, and Reform

#### Reference Books

1. Feenstra, R., Taylor, A. (2014). International economics, 3rd ed. Worth Publishers.

2. Krugman, P., Obstfeld, M., Melitz, M. (2018). International economics: Theory and policy, 11th ed. Pearson Education.
3. Pugel, T. (2015). International Economics, 16th ed. McGraw-Hill Education.

### Semester-V

Course Code	Course Name	L	T	P	C
UFT105	Global Political Economy	3	1	0	4
Prerequisite	-				

### Course Perspective

This generic elective course introduces students to the contemporary structures, trends and developments in the Global Economy through a Political Economy lens. It explores the period since the end of Second World War up to recent global economic crisis – from the ‘Golden age of capitalism’ to the ‘neoliberal’ shift. It particularly explores changes in the organization of production and corporate structure along with changes in labour processes and labour regimes and also the increasing dominance of finance in the contemporary world. It also examines the shifts in the nature, scope and ideology of the state under globalisation.

### Course Outcomes

**CO1:** Understand the perspectives on the political economy of globalization

**CO2:** Apply knowledge of the political economy of global trade and the financialization of the global economy

**CO3:** Analyze the role of the state in the era of globalization, focusing on the challenges and limitations faced by welfare and developmental states

**CO4:** Evaluate global economic instability and crises and assessing the potential for recurring economic crises in the globalized economy.

### Unit 1

Introduction and overview: Perspectives on political economy of globalisation with a historical overview, Changing dynamics of capitalist production, organisational forms and labour processes: Fordist and post-Fordist production regimes; multinational corporations –evolution, structural form and dynamics; global value chains and production networks; the changing nature of employment, job security and labour rights in a globalised economy

### Unit 2

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The political economy of global trade: Structure and institutions of the international trade regime, The role of finance in the globalised economy: financialisation of the global economy – trends, instruments, features and consequences

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## Unit 3

The state in the era of globalisation: Globalisation and the limits of the welfare and developmental states; the neoliberal state.

## Unit 4

Global economic instability and crisis: The 2008 global economic crisis – prelude, proximate and long term causes; possibility of recurring crises.

## References

1. Bhaduri, A. (2002). Nationalism and economic policy in the era of globalization. In D. Nayyar (ed.): *Governing globalization: Issues and institutions*. Oxford University Press.
2. Chang, D. (2009). Informalising labour in Asia's global factory. *Journal of Contemporary Asia*, 39, 161-179.
3. Dore, R. (2008). Financialisation of the global economy. *Industrial and Corporate Change*, 17, 1097-1112.
4. Harvey, D. (2005). *A brief history of neoliberalism*. Introduction, Chapters 1-3. Oxford University Press.
5. Hymer, S. (1975). The multinational corporation and the law of uneven development. In H. Radice (ed.): *International firms and modern imperialism*. Penguin Books.
6. Nayyar, D. (2003). Globalisation and development. In H.-J. Chang (ed.): *Rethinking development economics*. Anthem Press.
7. Reddy, N. (2003). Economic globalisation, past and present: The challenges to labour. In K. Jomo, K. Jin (eds): *Globalization and its discontents, revisited*. Tulika Books.
8. Rodrik, D. (2011). *The globalization paradox: Why global markets, states and democracy can't coexist*. Oxford University Press.
9. Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): *Global political economy*. Chapter 11. Oxford University Press.
10. Tonkiss, F. (2008). *Contemporary economic sociology: Globalisation, production, inequality*. Chapter 4. Routledge.
11. Vakulabharanam, V. (2009). The recent crisis in global capitalism: Towards a Marxian understanding. *Economic and Political Weekly*, 44, 144-150.
12. Varoufakis, Y. (2011). *The global Minotaur: America, the true origins of the financial crisis and the future of the world economy*. Zed Books.
13. Winham, G. (2011). The evolution of the global trade regime. In J. Ravenhill (ed.): *Global political economy*. Oxford University Press.

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### Semester-VI

Course Code	Course Name	L	T	P	C
UFT106	Growth, Inequality and Conflict	3	1	0	4
Prerequisite	-				

#### Course Outcomes:

**CO1 : Understand the evolution of economic thought on development, including concepts like economic growth, human development, capabilities, entitlements, deprivation, and various development indicators**

CO2: Apply concepts and measures of inequality and poverty

CO3: Analyze poverty concepts, definitions, and dimensions, focusing on the measurement of poverty in India

CO4: Evaluate the relationships and debates between growth, inequality, and poverty

#### Course Content

##### Unit 1:

Developments in economic thought-History, expectations and development-Economics growth and human development, Capabilities, entitlements and deprivation-Measurement of Development-Development indicators, Human development index, Human Poverty Index, Gender Development Index

**Unit 2-** Difference between inequality and poverty; Measures of Inequality: Lorenz Curve; Gini Coefficient; generalized entropy measures Axioms of inequality and satisfying conditions of the measures of inequality;

Unit 3- Poverty Concepts, Definitions, dimensions and analytical context Measures of Poverty - Poverty in India -Definition and measurement of Poverty in India: A Chronological Examination; Properties of multidimensional poverty; Multidimensional poverty measures: issues of identification and aggregation; Multidimensional Poverty Measures.

Unit 4- Decomposition of inequality measures- Growth, inequality and PovertyDebates on Growth versus inequality and poverty growth linkages.

<b>HUMAN RESOURCE MANAGEMENT (MINOR)</b>							
I	GE	UHR101	Foundations in Organizational Behaviour	3	1	0	4
II	GE	UHR102	Professional HRM Practices	3	1	0	4
III	GE	UHR103	Psychological Assessment in Organizations	3	1	0	4
IV	GE	UHR104	Learning and Development in Organizations	3	1	0	4
V	GE	UHR105	Leadership and Talent Development	3	1	0	4
VI	GE	UHR106	Counseling at Workplace	3	1	0	4

### Semester-I

<b>UHR101</b>	<b>FOUNDATIONS IN ORGANIZATIONAL BEHAVIOR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
Pre-requisites/Exposure					
Co-requisites					

### Course Perspective

The **Foundations of Organizational Behaviour** course is vital for students aiming to excel in management and leadership roles. It offers an in-depth understanding of human behavior within organizational settings, emphasizing how individuals and groups interact to influence organizational effectiveness. The course contributes to both academic and professional development by equipping students with essential skills such as critical thinking, leadership, and conflict resolution. These competencies are indispensable for careers in management, human resources, consulting, and other fields where understanding and managing human behavior is crucial.

### Course Outcomes

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

- CO1:** Analyzing individual, group, and organizational behavior using foundational OB theories and concepts.
- CO 2:** Evaluating different leadership styles and theories, applying them to various organizational scenarios to assess their effectiveness.
- CO 3:** Applying motivational theories to enhance employee performance and job satisfaction in real-world organizational settings..
- CO 4:** Assess the dynamics of workgroups and teams, identifying factors that influence team performance and decision-making.

**CO 5:** Implement organizational change strategies, addressing resistance and fostering development within an organization.

## **Course Content**

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### **UNIT I**

**15 lecture hours**

#### **Introduction**

Concept and significance and role of organizational, OB system and assumptions of human behavior in organizations, levels of OB analysis, current trends and challenges in the field of OB, role of beliefs, attitudes, values, emotions, and behavior in the workplace

### **UNIT II**

**15 lecture hours**

#### **Perception, Personality, and Learning**

The perceptual process, impact on individual decision-making; common perceptual errors, individual differences and personality attributes influence behavior in organizations, Concept and significance of learning in organizational settings models of learning, Application of learning theories to modify and improve behavior in the workplace.

### **UNIT III**

**15 lecture hours**

#### **Motivation, Leadership, and Group Dynamics**

motivation process and major theories, Need Hierarchy Theory, Two-Factor Theory, Expectancy Theory, and Equity Theory ,leadership concepts, styles, and key theories such as Trait Theory, Behavioral Theory, Fiedler's Contingency Theory, and Path-Goal Theory, group dynamics, stages of group development, and factors influencing team performance, group decision-making processes, and addressing issues in managing group decisions.

### **UNIT IV**

**15 lecture hours**

#### **Organizational Culture, Change, and Development**

Meaning, importance, and characteristics of organizational culture, and its impact on organizational behavior, Concept of organizational change, resistance to change, and theories of planned change, Overview of OD, key OD interventions, and the role of learning organizations in fostering development, Understanding organizational conflict, its sources, and types, approaches to conflict management, and strategies for managing stress in the workplace.

### **Learning Experience**

The Foundations of Psychology course, the instructional methods will be dynamic and experiential, incorporating a blend of lectures, discussions, and interactive activities. To ensure that students actively engage with the material, the course will include case studies that require critical analysis and application of psychological concepts. Hands-on learning opportunities, such as role-playing exercises, will allow students to experience psychological theories in practice.

Group work will be a key component, fostering collaboration and peer learning as students work together on projects and presentations. Assignments will be designed to reinforce learning and encourage deeper exploration of topics, with a focus on real-world applications of psychological principles.

Technology will be integrated into the course through the use of online discussion boards, multimedia resources, and virtual simulations that provide immersive learning experiences. Assessments will include a mix of written assignments, group presentations, and experiential projects, allowing students to demonstrate their understanding in varied formats.

Students will receive continuous support and feedback from the course instructor, who will be available for additional help outside of class hours. Peer feedback will also be encouraged, particularly during group activities and peer review sessions, helping students refine their ideas and improve their work through collaborative learning.

### **Textbooks:**

Psychology by Sandra K. Ciccarelli and J. Noland White

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

### **Suggested Readings**

Thinking, Fast and Slow by Daniel Kahneman

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Influence: The Psychology of Persuasion by Robert B. Cialdini

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

### **Open Educational Resources (OER)**

[Introduction to Psychology" by OpenStax](#)

[Psychology - Lumen Learning](#)

[NOBA Project: Psychology](#)

[Boundless Psychology](#)

[MIT OpenCourseWare: Introduction to Psychology](#)

### **Assessment & Evaluation**

<b>Components</b>	<b>Continuous Assesment</b>	<b>Mid Term Examination</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

Semester-II					
UHR102	Professional HRM Practices	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

### Course Perspective

The Professional HRM Practices course provides a comprehensive overview of modern Human Resource Management practices. It focuses on equipping students with professional skills necessary for managing human resources within organizations. The course emphasizes strategic HRM, recruitment and selection, performance management, and employee relations, preparing students to handle practical challenges in HR. Students will learn to align HR practices with organizational goals and manage workforce dynamics effectively. This course is essential for anyone aiming for a career in HR or management, offering insights into legal compliance, talent management, and the latest HR technologies.

### Course Outcomes

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

- CO1:** Understanding the strategic role of HRM in organizational success
- CO 2:** Apply effective recruitment and selection processes in a variety of organizational contexts.
- CO 3:** Implement and manage performance management systems to enhance employee productivity.
- CO 4:** Ensure compliance with HR-related legal regulations and ethical standards.
- CO 5:** Develop talent management strategies to retain and develop high-potential employees

### Course Content

#### UNIT I

**15 lecture hours**

#### HRM Foundations and Strategic Role

Introduction to HRM: Definitions, importance, and evolution.; Strategic HRM and its alignment with organizational goals; HRM models: Michigan Model, Harvard Model; HR's role in developing organizational culture; Ethical issues in HR and Corporate Social Responsibility (CSR); Future trends in HR: Digital transformation, the gig economy, and agile HR practices.

#### UNIT II

**15 lecture hours**

#### Recruitment, Selection, and Talent Management

Job analysis and design: Processes and methodologies; Recruitment strategies: Internal vs. external, employer branding; Selection methods: Interviews, assessments, competency-based selection;

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Onboarding and induction: Importance and best practices; Talent management and succession planning; Retention strategies and employee engagement.

### **UNIT III**

**15 lecture hours**

#### **Performance Management and Employee Development**

Performance Management Systems (PMS): Objectives, key components; Performance appraisal methods: 360-degree feedback, BARS, MBO; Training and development: Needs analysis, types of training programs; Career development: Individual development plans, mentoring; Compensation and benefits management: Designing pay-for-performance systems; Handling poor performance and employee termination: Legal considerations.

### **UNIT IV**

**15 lecture hours**

#### **Employee Relations, Legal Compliance, and HR Analytics**

Employee relations: Conflict resolution, fostering positive relations; Labor laws and compliance: Equal Employment Opportunity, employment rights; Diversity and inclusion in the workplace: Overcoming bias, promoting equity; Employee wellness and work-life balance: HR's role in mental health; HR metrics and analytics: Key performance indicators, predictive analytics; HR technology: HR Information Systems (HRIS), AI in HR processes.

### **Learning Experience**

The Professional HRM Practices course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in practical HR simulations and role-play exercises to understand real-world HR scenarios. Case studies of leading companies will help illustrate the application of HR strategies in diverse contexts. Students will also work on HR analytics tools to understand how data can drive HR decision-making. Assessments will include project work, presentations, and participation in class discussions to ensure a comprehensive understanding of the subject.

#### **Textbooks:**

Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page.

Dessler, G. (2021). *Human Resource Management*. Pearson.

#### **Suggested Readings**

Torrington, D., Hall, L., & Taylor, S. (2017). *Human Resource Management*. Pearson.

Boxall, P., Purcell, J., & Wright, P. (2016). *The Oxford Handbook of Human Resource Management*. Oxford University Press.

## Assessment & Evaluation

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

### Semester-III

<b>UHR103</b>	<b>Psychological Assessment in Organizations</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Nil</b>				
<b>Co-requisites</b>	<b>---</b>				

### Course Perspective

This course provides a comprehensive exploration of psychological assessment and its applications within organizational settings. It is designed to equip students with the knowledge and skills necessary to effectively utilize psychological assessments in various human resource and organizational development processes. Throughout the course, students will delve into the fundamental concepts, principles, and historical evolution of psychological assessment, while also examining ethical and legal considerations. Students will gain hands-on experience with a variety of assessment tools and techniques, learning to administer, score, and interpret instruments used to evaluate cognitive abilities, personality traits, and behavioral tendencies. The course emphasizes the practical application of these assessments in recruitment and selection, employee development, performance appraisal, and organizational change initiatives.

### Course Outcomes

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

CO1 Students will demonstrate the ability to administer, score, and interpret various psychological assessment tools commonly used in organizational settings.

CO2 Students will be able to design and implement effective psychological assessment processes for recruitment, selection, employee development, and performance management.

CO3 Students will critically evaluate the reliability, validity, and fairness of different psychological assessment instruments and their applicability in diverse organizational contexts.

CO 4 Students will effectively integrate psychological assessment data into strategic decision-making processes to support organizational development, change initiatives, and enhance workplace performance.

CO 5 Students will apply ethical principles and practices in conducting psychological assessments, ensuring they are fair, unbiased, and inclusive, promoting diversity and inclusion within organizations.

CO6 Students will stay informed about and adapt to emerging trends and innovations in psychological assessment, including the impact of technology and data analytics on assessment practices in organizations.

## **Course Content**

### **Unit I:**

**15 lecture hours**

Psychological Testing Nature, Origins, Functions of Psychological Tests. Test Administration. Effects of Examiner and Situational Variables. Examinee's perspective. Effects of training on test performance

### **Unit II:**

**15 lecture hours**

Test authenticity

Test reliability: concept, methods and types of reliability, Validity; concept, method and types, Culture fair test, Individual and group tests, test standardization

### **Unit III:**

**15 lecture hours**

Intelligence and Aptitude testing :Stanford- Binet, Wechsler Scales; Differential Aptitude Test. Personality Testing: Self report inventories: MMPI, Neo Personality Inventory; Projective techniques: Inkblot &

### **Unit IV:**

**15lecture hours**

Applications of Testing

Achievement tests; Career and Work Values Assessment; Infant and Pre school testing; Assessment of mentally retarded. Special Topics and Issues in Testing. Computer – aided psychological testing and its evaluation; Future of testing.

## **Reference Books:**

1. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi , A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
3. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.
4. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
5. Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
6. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan

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**Assessment & Evaluation**

<b>Components</b>	<b>Continuous Assesment</b>	<b>Mid Term Examination</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

**Semester-IV**

<b>UHR104</b>	<b>Learning and Development in Organizations</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Nil</b>				
<b>Co-requisites</b>	<b>---</b>				

**Course Perspective**

The **Learning and Development in Organizations** course is crucial for students pursuing careers in human resources, organizational development, educational leadership, and management. This course enhances students' understanding of how effective learning strategies and development initiatives can drive organizational success. By exploring theories and practical methodologies, students will learn to design, implement, and evaluate training programs that align with organizational goals and improve employee performance. This course is a key component of the business and psychology programs, providing the skills needed to foster a continuous learning culture in organizations. The knowledge gained here supports career advancement in HR and management, where strategic development initiatives are critical.

**Course Outcomes**

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

**CO1:** Design effective training and development programs that align with organizational strategies and enhance workforce capabilities.

**CO2:** Assess organizational development needs through systematic evaluation of performance data and employee feedback.

**CO3:** Implement and manage training programs, ensuring they meet the learning objectives and organizational goals.

**CO4:** Evaluate the effectiveness of training and development initiatives using appropriate metrics to measure return on investment and impact on employee performance.

**CO5:** Apply change management theories to facilitate and manage organizational change driven by development initiatives.

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## Course Content

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### UNIT I

15 lecture hours

#### Introduction to Employee learning and Development

Meaning and significance, The Forces Influencing Working and Learning, classification of learning capabilities, The Learning Process, Mental and Physical Processes, The Learning Cycle

### UNIT II

15 lecture hours

Training & Development Definition, Need and Importance of Training, Difference between Training, Development and Education, Steps of Training, Types of Learning-KSA

### UNIT III

15 lecture hours

Training Needs Assessment, Training & Non-Training Needs, Types of Training Needs Determination of Training Needs CO2, TNA Model- A systematic view to TNA

### UNIT IV

15 lecture hours

Careers and Career Management: Introduction, Importance, Career: meaning, A Model of Career Development (Career Stages), Career Management Systems.

#### Learning Experience

The Learning and Development in Organisations course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in the design, delivery, and evaluation of training programs through practical exercises. They will analyze real-world case studies of organizations successfully implementing L&D strategies and will collaborate on projects that address current challenges in workplace learning. Assessments will include group projects, presentations, and individual assignments that integrate both theoretical knowledge and practical skills.

#### Textbooks:

- Noe, R. A. (2017). *Employee Training and Development*. McGraw-Hill Education.
- Werner, J. M., & DeSimone, R. L. (2016). *Human Resource Development*. Cengage Learning.

#### Suggested Readings

1. Blanchard, P. N., & Thacker, J. W. (2013). *Effective Training: Systems, Strategies, and Practices*. Pearson.
2. Watkins, K. E., & Marsick, V. J. (2017). *Strategic Learning in a Knowledge Economy: Individual, Collective, and Organizational Learning Process*. Routledge.

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## Assessment & Evaluation

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

## Semester-V

<b>UHR105</b>	<b>Leadership and Talent Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Nil</b>				
<b>Co-requisites</b>	<b>---</b>				

## Course Perspective

The Leadership and Talent Development course provides an understanding of how leadership skills and talent development strategies can enhance organizational performance. It explores key leadership theories, talent management frameworks, and practices that drive leadership development, talent retention, and succession planning. The course is designed for students aspiring to leadership roles in business, education, and other organizational settings, offering both theoretical knowledge and practical tools to foster leadership and develop high-potential employees.

## Course Outcomes

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

**CO1:** Understand the foundational theories and principles of leadership and their application in various organizational contexts.

**CO2:** Analyze the process of talent identification, development, and retention in organizations.

**CO3:** Design and implement leadership development programs aligned with organizational goals.

**CO4:** Explore talent management strategies to ensure effective succession planning and career development.

**CO5:** Evaluate the role of coaching, mentoring, and training in talent and leadership development.

**CO6:** Examine the impact of leadership styles on employee engagement, performance, and organizational culture.

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**UNIT I****15 lecture hours****Introduction to Leadership and Leadership Theories**

Definition of leadership: Traits, functions, and roles of leaders; Key leadership theories: Trait theory, behavioral theories, contingency theories, and transformational leadership.

Leadership styles: Autocratic, democratic, laissez-faire, transactional, and transformational leadership;

Leadership in a changing environment: Adapting leadership approaches in dynamic and diverse workplaces; The relationship between leadership and organizational culture; Emotional intelligence and its role in effective leadership.

**UNIT II****15 lecture hours****Talent Management and Development**

Overview of talent management: Definition, scope, and importance in organizations; Identifying and assessing talent: Competency mapping, performance appraisals, and potential assessment tools; Talent acquisition and onboarding: Strategies for attracting and retaining top talent; Talent retention:

Addressing challenges and creating engagement through recognition, rewards, and career development;

High-potential employee programs: Identifying and nurturing future leaders; Role of HR in developing and executing talent management strategies.

**UNIT III****15 lecture hours****Leadership Development and Succession Planning**

The process of leadership development: Key components and best practices; Designing leadership development programs: Assessing needs, setting goals, and delivering content; Succession planning:

Identifying leadership gaps, building talent pipelines, and ensuring smooth leadership transitions;

Coaching and mentoring as leadership development tools: Differences, approaches, and benefits; 360-degree feedback and other assessment tools in leadership development; Case studies: Leadership

development programs in successful organizations.

**UNIT IV****15 lecture hours****Challenges and Trends in Leadership and Talent Development**

Managing leadership challenges in the modern workplace: Globalization, technology, and remote leadership; Diversity and inclusion in leadership and talent development: Strategies for building

inclusive leadership; The role of technology in leadership and talent development: E-learning, digital coaching, and AI tools; Leadership in times of crisis: Leading through uncertainty, change, and

organizational disruption; Ethical issues in leadership and talent development: Integrity, accountability,

and fairness; Future trends: Leadership for the 21st-century workplace, talent analytics, and data-driven leadership development.

### **Learning Experience**

The Leadership and Talent Development course will involve lectures, case studies, and experiential learning through simulations and role-playing. Students will design leadership development programs and analyze real-world talent management strategies through projects and case studies of top-performing organizations. Peer feedback and reflective exercises will allow students to critically assess their leadership potential and approaches to talent development. Assessments will include group projects, individual assignments, and exams focused on both theoretical and practical aspects of leadership and talent development.

### **Textbooks:**

Northouse, P. G. (2021). *Leadership: Theory and Practice*. Sage Publications.

Silzer, R., & Dowell, B. E. (Eds.). (2010). *Strategy-Driven Talent Management: A Leadership Imperative*. Wiley.

### **Suggested Readings**

McCauley, C. D., Van Velsor, E., & Ruderman, M. N. (2010). *The Center for Creative Leadership Handbook of Leadership Development*. Jossey-Bass.

Ulrich, D., & Smallwood, N. (2012). *Leadership Sustainability: Seven Disciplines to Achieve the Changes Great Leaders Know They Must Make*. McGraw-Hill Education.

### **Assessment & Evaluation**

<b>Components</b>	<b>Continuous Assesment</b>	<b>Mid Term Examination</b>	<b>End Term Examination</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

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**Semester-VI**

<b>UHR106</b>	<b>Counselling at Workplace</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Nil</b>				
<b>Co-requisites</b>	<b>---</b>				

**Course Perspective**

The course on Counselling at Workplace provides a comprehensive understanding of how psychological counselling is applied in organizational settings to address employee well-being, performance, and conflict resolution. It covers the theories and techniques used in workplace counselling, focusing on managing stress, career development, interpersonal relationships, and mental health. This course is ideal for students interested in human resources, organizational psychology, and employee assistance programs (EAPs).

**Course Outcomes**

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

**CO1:** Understand the key theories and principles of workplace counselling.

**CO2:** Apply counselling techniques to resolve workplace conflicts and improve employee well-being.

**CO3:** Explore the role of counselling in stress management, career development, and organizational change.

**CO4:** Evaluate the psychological and ethical challenges associated with counselling in a workplace setting.

**CO5:** Examine the impact of mental health issues and personal challenges on workplace performance and relationships.

**CO6:** Implement strategies to create a supportive work environment that fosters employee growth and well-being.

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**Course Content**

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**UNIT I****15 lecture hours****Introduction to Workplace Counselling**

Definition and scope of workplace counselling.

The role of counselling in employee assistance programs (EAPs).

Theories of counselling relevant to the workplace: Person-centered, cognitive-behavioral, and solution-focused approaches.

The importance of emotional intelligence in workplace counselling.

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The counselling process: Assessment, goal setting, intervention, and evaluation.

Legal and ethical considerations in workplace counselling: Confidentiality, informed consent, and boundaries.

## **UNIT II**

**15 lecture hours**

### **Stress Management and Work-Life Balance**

The impact of stress on employee performance and mental health.

Counselling techniques for managing work-related stress: Cognitive-behavioral interventions, mindfulness, and relaxation techniques.

Work-life balance: Counselling approaches to managing personal and professional responsibilities.

Identifying and addressing burnout: Causes, symptoms, and preventive strategies.

Developing resilience in the workplace: Techniques for coping with organizational change and uncertainty.

Workplace stress management and counselling interventions.

## **UNIT III**

**15 lecture hours**

### **Conflict Resolution and Career Development**

The role of counselling in conflict resolution: Mediation, negotiation, and communication skills.

Managing interpersonal relationships at work: Counselling for team dynamics and leadership challenges.

Career counselling: Identifying career aspirations, assessing skills, and developing career plans.

Counselling for career transitions: Managing promotions, job changes, and retirement.

The impact of organizational change on employee well-being: Counselling strategies to support employees during restructuring and downsizing.

Career development and conflict resolution through counselling.

## **UNIT IV**

**15 lecture hours**

### **Mental Health and Employee Well-Being**

The role of workplace counselling in addressing mental health issues: Anxiety, depression, and substance abuse.

Recognizing and managing mental health crises in the workplace: Suicide prevention and critical incident stress debriefing (CISD).

Counselling for personal issues affecting work performance: Family conflicts, financial stress, and trauma.

Building a supportive workplace culture: Promoting psychological safety, inclusion, and mental health awareness.

Ethical dilemmas in workplace counselling: Managing dual relationships, confidentiality breaches, and power dynamics.

## Learning Experience

The Counselling at Workplace course will include interactive lectures, case studies, and role-playing exercises where students will practice counselling techniques. Students will also engage in group discussions and simulations to resolve workplace conflicts, manage stress, and promote well-being. Practical applications of counselling interventions will be explored through case studies of real-world workplace challenges. Assessments will include research papers, reflective essays, and presentations focused on the integration of counselling theory and practice in workplace settings.

## Textbooks:

1. Carroll, M. (2013). *Workplace Counselling: A Systematic Approach to Employee Care*. Sage.
2. Goss, S., & Anthony, K. (2003). *Technology in Counselling and Psychotherapy: A Practitioner's Guide*. Palgrave Macmillan.

## Suggested Readings

1. Lewis, R., & Zibarras, L. D. (2013). *Work and Occupational Psychology: Integrating Theory and Practice*. Sage.
2. Cooper, C. L., & Quick, J. C. (2017). *The Handbook of Stress and Health: A Guide to Research and Practice*. Wiley.

## Assessment & Evaluation

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

## MEDIA STUDIES (MINOR)

Media Studies							
I	GE	UMS101	Understanding Media	3	1	0	4
II	GE	UMS102	Media Ethics and Laws	3	1	0	4
III	GE	UMS103	Reporting and Editing for Print	3	1	0	4
IV	GE	UMS104	Advertising and Integrated Marketing Communication	3	1	0	4
V	GE	UMS105	Public Relation and Corporate Communication	3	1	0	4
VI	GE	UMS106	Media, Development and Society	3	1	0	4

### Semester-I

UMS101	Understanding Media	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites	-				

### Course Outcomes

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

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

### Course Content

#### UNIT I

**15 Lectures**

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

#### UNIT II

**15 Lectures**

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

**UNIT III****15 Lectures**

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

**UNIT IV****15 Lectures**

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

**Reference Books/Materials**

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

**Semester-II**

UMS102	Media Ethics and Laws	L	T	P	C
Version		3	1	0	4
Prerequisites/Exposure					
Co-requisites					

**Course Objectives**

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

**Course Outcomes**

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

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

**Course Content****UNIT I****15 Lectures**

**Indian Media and the Constitution:** Media Roles, Responsibilities and Privileges, Fundamental Rights, Directive Principles of State Policy, Media Freedom in a Democracy

**UNIT II****15 Lectures**

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

### UNIT III

**15 Lectures**

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

### UNIT IV

**15 Lectures**

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

### Reference Books/Materials

1. Development of Media and Media Law – Mittika Singal Bhushan, Aadi Publications, 2014
2. Media Law and Ethics – M. Neelamalar, Prentice Hall India Learning Private Limited, 2009
3. Press Laws and Ethics of Journalism - P.K. Ravindranath, Authors Press, 2004
4. Journalism Ethics: Arguments and cases for the twenty-first century - Roger Patching and Martin Hirst, Routledge, 2013
5. Journalism Ethics and Regulation (Longman Practical Journalism) - Chris Frost, Third Edition, Longman, 2011

### Semester III

UMS103	Reporting and Editing for Print	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

### Course Outcomes

After completion of the course student will be able to:

CO1: Know about the history and role of print journalism over the years

CO2: Explain the concept, nature, elements of news and news values

CO3: Describe the types of leads and news writing styles

CO4: Identify the role, need and types of news sources.

CO5: Attain knowledge about various beats of news reporting and differentiate in national and local reporting

CO6: Apply the nuances of writing different types of news stories and understand the concept of editing.

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## **Course Content**

### **Unit I: News writing: concept**

**15 Lectures**

News Reporting, Concept of News, Elements and structure of news reports, Types of news: Hard and Soft, News Leads and their types, Inverted pyramid style, feature style, sand clock style and nut graph, Feature: Definition, characteristics, types: news and non-news features, Process of feature writing: Ideas and Research, Tools and Techniques of Feature Writing, Interview: types and techniques

### **Unit II: Beat reporting**

**15 Lectures**

Analytical reporting, Interpretative reporting, Descriptive reporting, Investigative reporting, Differences in reporting for Newspapers / News agencies, Specialized Reporting and Beats, Understanding Beats and their categories, City reporting: City and local news, Crime Reporting: sources and related laws, Reporting Political Parties and Politics, Legislative (covering Assembly and Parliament), Legal Reporting

### **Unit III: Editorial Personal**

**15 Lectures**

News Set-up, Reporting department in newspapers. Role, function and qualities of a Reporter, Chief Reporter and Bureau Chief, News Desk, Editorial structure of newspaper/magazines, Editorial hierarchy and job of various functionaries, functioning of news desk, News Flow and Editing: Role and Responsibility of Gatekeepers, Editing Process, News selection: News Value and other parameters, Handling of news copy, Planning and visualization of news, Rewriting news stories, Headlines and intro, Stylebook and Style sheet

### **Unit IV: Editing**

**15 Lectures**

Editing, Editing: concept, process and significance, Editorial Values: objectivity, facts, impartiality and balance, Role and importance of news sources, attribution, Challenges before editor : bias, slants and pressures

### **Assignments:**

1. News Reporting
2. event reporting,
3. Interviews, obits, profiles based on field assignments.
4. Specialised Writing
5. Writing features and human-interest stories, backgrounders
6. Op-ed articles

7. Editorials

8. Articles

### Reference Books/ Materials

1. Parthasarathy , R.(1994). Here is the News: Reporting for Media, Sterling Publishers.
2. Stovall , J.G.( 2011). Journalism, Prentice Hall
3. Stein, P.& Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
4. Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication
5. Flemming and Hemmingway(2005), An Introduction to journalism, Vistaar Publications.
6. Joseph and Sharma (2006). The Media and Women's Issues, Second Edition, SAGE Publication Pvt. Ltd.
7. Richard, K.(2000). The Newspaper's Handbook, Routledge Publication.
8. George, A. H.(1990). News Writing, Kanishka Publications.
9. Frost, C.(2001). Reporting for Journalists, Routledge, London.
10. Garrison, B.(2000). Advanced Reporting, LEA.

### Semester IV

UMS104	Advertising and Integrated Marketing Communication	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

### Course objectives

1. To define the concept and nature of advertising, its role in society and business.
2. To explain application of theories and models in the field of advertising
3. To demonstrate knowledge and functioning of advertising agency
4. To compare marketing and advertising using marketing mix, role of segmentation and buying motives
5. To choose the appropriate appeals of advertising to reach target audience keeping ethics in mind
6. To design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

### Course Outcomes

After completion of the course students will be able to:

**CO1** Define the concept and nature of advertising, its role in society and business.

**CO2** Illustrate the theories and models in the field of advertising

**CO3** Demonstrate the knowledge and functioning of advertising agency

**CO4** Differentiate between marketing and advertising using marketing mix, role of segmentation and buying motives

**CO5** Choose the appropriate appeals of advertising to reach target audience keeping ethics in mind

**CO6** Design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

## Course Content

### Unit I: Introduction to Advertising and Integrated Marketing Communication

**15 Lectures**

Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, Difference between traditional advertising and integrated marketing communication, The role of Integrated Marketing Communication in modern marketing.

### UNIT II: Advertising Strategies and Media Planning

**15 Lectures**

Advertising Strategy Development- (Setting advertising objectives (e.g., awareness, persuasion, behavior change), The creative strategy: Developing key messages, slogans, and calls to action.), Advertising Media and Channel Selection, Media Scheduling and Budgeting.

### UNIT III: Integrated Marketing Communication Tools and Tactics

**15 Lectures**

Sales Promotions and Public Relations, Direct Marketing and Personal Selling, Social Media and Digital Marketing, Branding and Positioning

### UNIT IV: Campaign Development, Analytics, and Future Trends

**15 Lectures**

Developing an Advertising Campaign, Campaign Analytics and Measurement, Evaluating Campaign Effectiveness, Emerging Trends in Advertising and Integrated Marketing Communication

## Reference Books/ Materials

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management*. Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management*. New Delhi: Prentice Hall of India
3. Jefkins, F. (1991). *Advertising*. New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management*. Oxford University Press.
5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion*. New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics*. New Delhi: Response Books.
7. Wilmschurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising*. Routledge.

## Semester V

UMS105	Public Relation and Corporate Communication	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

## Course Objectives

1. To define the concept and nature of Public Relations and Corporate Communication

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2. To understand basic process of internal and external Corporate Communication
  3. To describe crisis management, brand development and make ambassadors out of employees
  4. To develop basic writing skills for Public Relations and Corporate Communication
  5. To design strategies and tactics for creating campaigns for raising awareness and changing attitudes.
  6. To nurture laws and ethics related to Public Relations required to work in media industry

## **Course Outcomes**

After completion of the course student will be able to:

CO1: Define the concept and nature of Public Relations and Corporate Communication

CO2: Understand basic process of internal and external Corporate Communication

CO3: Describe crisis management, brand development and make ambassadors out of employees

CO4: Develop basic Public Relations and Corporate Communication

CO5: Design strategies and tactics for creating campaigns for raising awareness and changing attitudes.

CO6: Nurture laws and ethics related to Public Relations required to work in media industry

## **Course Content**

### **Unit I: Introduction**

**15 Lectures**

Evolution of PR, PR in India, organization of a PR department, PR firms, Role of public Relations Practitioner, PR process – fact finding, planning, implementation, Evaluation, internal and external Publics

### **Unit II: PR Operations**

**15 Lectures**

PR tools – press agency, media conference, press release, house journals, annual reports, interviews, speeches, persuasion, propaganda publicity and public opinion

### **Unit III: PR Practices**

**15 Lectures**

PR in government, crises PR, Community Relations, Consumer Relations, PR for the public sector, PR for tourism. Event management, ethics in PR, PR and new media.

### **Unit IV: Corporate Communication**

**15 Lectures**

Corporate communication: definition, nature, scope, principles and functions of corporate communication. Corporate social responsibility. Flow of communication in an organization – Bottom-up, top down, vertical and horizontal, barriers to communication.

## **Reference Books/ Materials**

1. J Jethwaney and Shruti Jain : Advertising Management, Oxford Uni. Press, 2006
2. Mehta D. S.: Handbook of Public Relations in India, Allied Publishers Pvt. Ltd. Mumbai
3. Scott and Cutlip : Effective Public Relations
4. J Jethwaney : Public Relations, Sterling, 2000
5. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
6. Tom Means: Business communication, Thomson
7. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
8. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersey, Prentice Hall
9. Sam Black: Practical Public Relations, Universal Book Stall, Delhi
10. Suresh Gaur: Public Relation 4 You: A Guide to PR Theory & Practice

## Semester VI

<b>UMS106</b>	<b>Media, Development and Society</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Objectives

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

1. Understand the role of media in development and social change.
2. Analyze the impact of media on societal issues such as education, health, politics, and human rights.
3. Evaluate different models of media and development.
4. Assess the relationship between media, culture, and social transformation.
5. Examine the role of new and digital media in promoting or hindering development.
6. Critically assess the ethical and political implications of media in development contexts.

### Course Outcomes

After completion of the course student will be able to:

CO1: Gain an understating on the key concepts in development and the different models of development

CO2: Critically analyse how media portrays development issues

CO3: Assesses the opportunities of using Journalism as a change agent

CO4: Create alternative media content aimed at development and social change

### Course Content

#### Unit I: Introduction to Media and Development

**15 Lectures**

Defining Media and Development, Media's Role in Development, Challenges in Media and Development, Relationship between media and society, Media in socio-cultural and economic context

#### Unit II: Media Systems and Development Models

**15 Lectures**

Development Communication, Development Communication Initiatives in India, Media Systems and Their Impact on Development, Development Communication Models, Global Media, Culture, and Development

#### Unit III: Media, Society, and Social Change

**15 Lectures**

Media and Social Movements; Media, Politics, and Governance; The Role of Media in Public Health and Education; Media and Civil Society

#### **Unit IV: New Media, Digital Technologies, and Development**

**15 Lectures**

The Rise of Digital Media, Social Media and Citizen Journalism, The Ethics of Digital Media in Development, Community Media, Online space and development: Alternative News Coverage; Online Activism

#### **Reference Books/ Materials**

1. Benshoff, Harry M. America on Film: Representing Race, Class, Gender and Sexuality at the movies. Wiley Blackwell, 2009.
2. Berger and Asa Arthur. Media and Society: A Critical Perspective. Rowman & Littlefield, 2012.
3. Daramola.1. Mass Media and society, Writing for the Media Society. Lagos: Rothan Press, 2005, 2003.
4. Dines, Gail, and Jean Humez. Gender Race, and class in Media: A critical Reader. 4th ed. New Delhi.
5. Edward Said. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997.
6. Gorman, Lyn, and McLean David. Media and Society into the 21st century: A Historical. London: Sage, 2005.
7. Marshall, McLuhan. Roads and Paper Routes in Understanding Media: Extensions of "Man ". New York: McGraw-Hill Book Co., 1964.
8. McQuail, D. McQuail's Mass Communication Theory. 5th Ed. London: Sage, 2005.
9. Roger, Silverstone. The Sociology of Mediation and communication in Craig Calhoun Chris. Edited by Rojek and Bryan S Turner. London: Sage, 2005

## EDUCATION (MINOR)

### EDUCATION

I	GE	UED101	Foundations of Education	3	1	0	4
II	GE	UED 102	Educational Psychology	3	1	0	4
III	GE	UED 103	Measurement and Evaluation of Learner	3	1	0	4
IV	GE	UED 104	Diversity and Inclusive Education	3	1	0	4
V	GE	UED 105	Guidance and Counseling	3	1	0	4
VI	GE	UED 106	Applied Behaviour Analysis in Education	3	1	0	4

### Semester I

Course Code	Course Title	L	T	P	S	C
<b>UED101</b>	Foundations of Education	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

### Course Perspective

One of the Basic premises underlying the concept of Education is the philosophical and sociological thought. Philosophy of Education is essentially a method of approaching educational experience rather than a body of conclusions. This course will endeavor to develop a basic understanding of philosophical and psychological process of solving educational problems through philosophical and psychological method, from a philosophical, psychological attitude to arrive at philosophical and psychological conclusions and results. It will facilitate the understanding of the following: Interpretation of human nature, the world and the universe and their relation with man and society. Interpretation of aims and ideals of education, the relationship of various components of the system of education, relationship of education and various areas of national life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.

### Course Outcomes

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

**CO1.** Understand the relationship between Philosophy, Education and Psychology.

**CO2** Evolve a deeper understanding of Constitutional, Cognitive Perspective

**CO3.** Understand the classroom in social and psychological context.

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**CO4.** Critically analyse pedagogic practices of various thinkers.

**CO5.** Inculcate the Psychological principles and practices.

**CO6.** Understand the Psychological theories and fundamentals.

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### **Course Content**

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#### **Unit I:**

**12 Contact Hours**

#### **Basic Concepts in Philosophy of Education**

- Teaching, training, learning and education in relationship to the child's nature, growth and development.
- Relationship between Philosophy, Psychology and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects. Branches of Psychology: Educational Psychology, Developmental Psychology, Cognitive Psychology.
- Indian Philosophies: Sankhya, Vedanta
- Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
  1. **Activity:** With reference to Dewey's ideas on learning and Gandhi's Nai Talim
  2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
  3. **Dialogue:** With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher.

#### **Unit II:**

**12 Contact Hours**

#### **Basic Concepts in the Sociology of Education**

- State and Democracy
- Constitutional Perspective: Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- Socialization, Types of Family and their role in Socialization, Role of family and school, conflicts and coherence.
- Political and Psychological ideology with reference to curriculum and textbooks.
- Determinants of Aims of Education: Culture, Economy, History and Psychology.
- Dominance, conflict and resistance in the context of schooling.

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**Unit III:****8 Contact Hours**

**Introduction to the main ideas of the following thinkers concerning aims of education, school curriculum, pedagogic practices, role of teachers and discipline**

- John Dewey
- M. K Gandhi
- Bronfenbrenner's Ecological systems theory.
- Rabindranath Tagore
- Ivan Illich
- Sigmund Freud
- J. Krishnamurti
- Sri Aurobindo

**Unit IV:****8 Contact Hours**

**Application of concepts**

- A detailed study of one of the thinkers mentioned in the entire syllabus

**Suggested Text Books**

1. Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
2. Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.
3. Morgan, C. T., King, R. A., & Robinson, N. M. (1956). Introduction to psychology. New York.

**Advanced Readings**

1. Siegel, Harvey (2009) The Oxford Handbook of Philosophy of Education.; Oxford University Press.
2. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
3. Ciccarelli, S. K., White, J. N., Fritzley, V. H., & Harrigan, T. (2010). *Psychology: an exploration* (p. 672). Upper Saddle River, NJ, USA: Pearson Prentice Hall.

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## Semester II

<b>UED102</b>	<b>Educational Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Prerequisites/Exposure</b>					
<b>Co-requisites</b>					

### Course Perspective

The course intends to impart knowledge of the basic concepts and modern trends in Educational Psychology. Educational psychology is an application of psychological principles to elementary and middle school education. The major focus of this course is on the learner and the learning process.

### Course Outcomes

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

- CO1.** Identify various cognitive processes involved in understanding human behaviour.
- CO2.** Explain major perspectives of psychology: behavioural, cognitive, and sociocultural.
- CO3.** The student will be able to demonstrate knowledge and understanding in learning and cognition.
- CO4.** The student will be able to analyze various perspectives of teaching.
- CO5.** The student will be able to understand the classroom practices which can be replicated in their specific contexts.
- CO6.** The student will be able to address the needs of children with disabilities.

### Course Content

**15 lecture hours**

#### UNIT I

**Social, Cognitive & Developmental Views of Learning** Social Cognitive learning principles. Performance and learning effects of modeling, Learners' social and personal characteristics. Piagetian stage theory, assimilation, accommodation, and equilibration. Vygotsky and the zone of proximal development. Bruner and discovery learning and the spiral curriculum

**15 lecture hours**

#### UNIT II

**Teaching Techniques:** Behavioral View of teaching- Shaping and chaining, instructional prompts, Feedback, Mastery. Cognitive Models of Teaching - Advance organizers, K-W-L, Adjunct questions, Signals. Constructivist View of Teaching - guided and free/open discovery, Scaffolding, Cooperative learning, Informal cooperative, learning strategies, Problem-Based learning.

**15 lecture hours**

### UNIT III

**Classroom Management:** Guidelines for classroom rules, classroom procedures, withitness, overlapping, timing, and target errors. Behavioural View of Classroom Management - Token reinforcement systems, Techniques for reducing inappropriate behaviour, Goals of misbehaviour Personal and Social Development - Person/environment fit, Friendships/Peer acceptance, Moral reasoning, Linguistic diversity.

**15 lecture hours**

### UNIT IV

**Psychology And Education of Children with Special Learning Disability;** Sensory Impairment – Visual and auditory; High Intellectual capability (Giftedness); Intellectual Impairment; Orthopedically handicapped; Emotional Disturbance.

#### Text Book

Fetsco, T. G., & McClure, J. (2005). Educational psychology: An integrated approach to classroom decisions. Boston: Allyn & Bacon.

#### Reference Books

1. Bruner, J. (1996). Folk pedagogy. The culture of education. Cambridge, MA: Harvard University Press.
2. Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences New York, NY: Cambridge University Press.
3. Woolfolk, A. E. (2004). Educational Psychology, 9th ed., Boston, MA: Allyn & Bacon.

Course Code	Course Title	L	T	P	S	C
UED103	Measurement and Evaluation of Learner	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

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

#### Course Perspective

This course aims to provide a comprehensive understanding of the concepts, processes, and tools involved in educational measurement and evaluation. It covers the theoretical foundations, various evaluation processes, tools and techniques, and the criteria for constructing and standardizing effective measurement tools. This course equips students with the skills needed to assess educational outcomes and improve teaching and learning processes through effective evaluation

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**Course Outcomes:**

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

CO1. Demonstrate knowledge of the foundational concepts and importance of educational measurement and evaluation.

CO2. Explain the relationship and differences between measurement, assessment, and evaluation.

CO3. Apply different evaluation processes and understand their significance in educational settings.

CO4. Utilize various tools and techniques for educational and psychological evaluation.

CO5. Construct and standardize reliable and valid evaluation tools.

CO6. Apply the steps of test construction and standardization.

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**Course Content**

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**UNIT I** 15 lecture hours**Measurement and Evaluation in Education:**

Concept Scope and Need of Educational Measurement and Evaluation, Relation between Measurement, Assessment and Evaluation; Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

**UNIT II** 15 lecture hours**Evaluation Process:**

Evaluation Process: Formative and Summative, Types and steps of evaluation, Norm-Referenced Test and Criterion Referenced Test, Grading and Credit system.

**UNIT III** 15 lecture hours**Tools and Techniques of Evaluation:**

Concept of Tools and Techniques; i) Educational Tools: Essay type and Objective type, Written, Oral, ii) Psychological Tools: Personality Tests (Objective and Subjective), Interest Tests, Intelligence Test, Aptitude Tests - Concept and Types

**UNIT IV** 15 lecture hours**Criteria of a Good Tool and its Construction:**

Characteristics of a good tool, (i) Reliability- Concept and methods of determining reliability, (iii) Validity- Concept and types, (iv) Norms- Concept and types, Steps for construction & standardization of Achievement test

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### Overall Assessments:

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

### Textbooks

- Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.
- Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.
- Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1).
- Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage.
- Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, 6(2),

### Reference Books

- Dweck, C. S. (2006). *Mindset : The new psychology of success*. New York: Ballantine Book
- Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.
- Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

### Open Education Resources

- Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)

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## Semester IV

Course Code	Course Title	L	T	P	S	C
UED104	Diversity and Inclusive Education	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

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

### Course Perspective

This course aims to provide a comprehensive understanding of the various forms of diversity present in educational settings, including physical, psychological, socio-cultural, and linguistic diversity. It explores the unique needs and challenges faced by individuals with disabilities and other diverse groups, emphasizing the importance of creating inclusive environments. The course will cover historical and policy perspectives on inclusive education, as well as practical strategies for addressing learners' diverse needs through curriculum adaptation, assessment modifications, and supportive learning environments.

### Course Outcomes:

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

CO1. Demonstrate an understanding of the types and characteristics of disabilities and the specific needs of individuals with disabilities.

CO2. Develop an understanding of socio-cultural diversities.

CO3. Analyze the historical and policy developments that have influenced inclusive education. CO4. Develop and implement curriculum adaptations and assessments that accommodate diverse learners.

CO5. Advocate for inclusive practices and policies within educational settings.

CO6. Explain the ways of making education inclusive for all.

### Course Content

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#### UNIT I

8 lecture hours

#### Understanding physical and psychological and socio-cultural diversity

Concept of Impairment, Disability and Handicap; Types of disabilities - physical disability (Orthopedic, Visual, Auditory), sensory disabilities, cognitive disabilities, Cerebral Palsy, Autism, Learning Disability (definition and their specific problems); Nature, Characteristics and Needs of Individuals with Disability

#### UNIT II

12 lecture hours

#### Understanding socio-cultural diversity

### **UNIT III**

12 lecture hours

#### **Inclusive Education**

Concept of social exclusion and inclusion; History of inclusion (paradigm shift from segregation to inclusion), Educational Concessions, Constitutional Provisions, Government Policies, Programs and Acts

### **UNIT IV**

8 lecture hours

#### **Implementing inclusive education**

Building an inclusive school (system, structure, practice, and culture); (a) Curricular Issues: Curriculum Adaptation/Modifications, Content Contextualization, Continuous Comprehensive Evaluation (CCE), Alternative Means for Assessment and Evaluation; (b) Learning and Learner Support: Assistive and Adaptive Devices, Information and Communication Technology (ICT), Universal Design in Learning (UDL)

Overall Assessments:

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

#### **Textbooks**

- Maanum, J. L. (2009). Federal Special Education Disability Category. The General Educator's Guide to Special Education (3rd Ed). Corwin-A Sage Company, California.

#### **Reference Books**

- SSA (2003). Sarva Shiksha Abhiyan: Responding to Children with Special Needs-A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan. Ministry of Human Resource Development, Government of India. New Delhi: MHRD.
- The Right of Children to Free and Compulsory Education Act (2009). Ministry of Human Resource Development, Government of India. New Delhi: MHRD.

#### **Open Education Resources**

- [Inclusive education in India - UNESCO Digital Library](#)
- [Five principles of inclusive education - Monash Education](#)

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## Semester V

Course Code	Course Title	L	T	P	S	C
UED105	Guidance and Counselling	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

**Course Outcomes:** Upon successful completion of this course, students will be able to:

**CO1** Distinguish between various types of guidance and counselling

**CO2** apply principles of providing and organizing guidance program in school

**CO3** analyse the vital role of a teacher in providing counselling services to students

**CO4** identify various areas, tools and techniques in Guidance and Counselling.

**CO5** manage psychological, ethical, inclusive and career issues in school.

**CO6** empower differently abled students in areas of career, behavioural and emotional

### Course Content

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#### Unit I:

##### Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics
- Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social)guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

#### Unit II:

##### Understanding Counselling

- Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
- Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)

- 
- Counselling Services for Students: Face to Face and Online
  - Counsellor: Qualifications and Qualities (including Skills for Listening, Questioning, Responding, Communicating).
  - Differences between Guidance and Counselling
  - Professional ethics and code of conduct of Teacher as a Counsellor.
  - Role of Guidance and Counselling in Distance Education

### **Unit III:**

#### **Major Concerns in Guidance and Counselling**

- Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Programme in School: Various Guidance Services in School
  - Orientation Services
  - Appraisal Service/Pupil Inventory Service
  - Occupational Information Service ▪ Counselling Service
  - Placement Service
  - Follow up Service

### **Unit IV:**

#### **Guiding students for Career Development**

- Meaning and Types of Differently-abled (DA)Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Bachelor of Education Guru Gobind Singh Indraprastha University 93 Groups (DG)
- Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information. Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG) students
- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines, RPwD Act 2016.

#### **Practical Assignments/Field Engagement (Any one):**

- Group Guidance – One Career Talk
- Design a Questionnaire to collect information on Students 'Educational, Psychological or Social problems.
- Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a list of the online Guidance and Counselling Services available for students and Teachers in India.

- Enrichment Lectures, Seminars, Workshops, Demonstrations by Experts working as Guidance and Counsellors in Schools or Organizations working specially in the area of Adolescent Psychology.
- Self-Study and Reflective sessions: Field visits to explore the working of Guidance Institutions School Counsellors, Career Counsellors etc.

#### Reference Books:

- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
- Gibson, R.L. and Mitchell (2008). Introduction to counseling and Guidance. New Delhi: PHI Learning Pvt.
- Goswami, M. (2016). Essentials of Guidance and Counselling, Lakshmi Publishers and Distributors.
- Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Mifflin.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.

#### Semester VI

Course Code	Course Title	L	T	P	S	C
<b>UED106</b>	<b>Applied Behaviour Analysis in Education</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

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

#### Course Perspective

This course offers a comprehensive introduction to Applied Behavior Analysis (ABA) and its application in educational settings. Students will explore foundational principles, techniques, and strategies of ABA and learn how to implement these methods effectively to improve educational outcomes. Through a combination of theoretical and practical approaches, this course aims to equip future educators, psychologists, and behavior analysts with the skills needed to design, implement, and evaluate ABA interventions in schools.

#### Course Outcomes:

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

- CO1. Describe the key principles and practices of ABA and its application in education.
- CO2. Conduct functional behavior assessments and develop behavior intervention plans.
- CO3. Apply ABA techniques to modify classroom behaviors in ethical and effective ways.
- CO4. Analyze and interpret data to assess the outcomes of behavior interventions.
- CO5. Collaborate effectively with educators, parents, and other stakeholders in applying ABA principles.

## **Course Content**

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### **UNIT I**

#### **Introduction to Applied Behavior Analysis**

Definition and scope of Applied Behavior Analysis, Historical development of ABA, Basic principles of behavior (reinforcement, punishment, extinction, stimulus control), Understanding behavior in terms of antecedents, behaviors, and consequences.

### **Unit II**

#### **Assessment and Measurement in ABA**

Techniques for behavior assessment (e.g., direct observation, ABC analysis, functional behavior assessment), Design and use of data collection tools, Ethical considerations in behavior assessment

### **Unit III**

#### **Intervention Strategies and Techniques**

Selecting behavior-change interventions, Strategies for increasing desirable behaviors (positive reinforcement strategies, shaping, chaining), Strategies for decreasing undesirable behaviors (differential reinforcement, extinction), Generalization and maintenance of behavior changes, Case studies in educational ABA interventions

### **Unit IV**

#### **Ethical and Professional Issues in Educational ABA**

Ethical considerations in the use of ABA (consent, privacy, dignity), Professional responsibilities and competencies, Collaboration with parents, teachers, and other professionals, Case studies on ethical dilemmas in educational ABA

#### **Overall Assessments:**

- Midterm Exam covering Units 1-2
- Final Exam covering all units
- Continuous assessment through quizzes, assignments, and classroom participation

#### **Textbooks**

- Alberto, P. A., & Troutman, A. C. (1990). *Applied behavior analysis for teachers*. (3rd ed). New York: Macmillan.
- Axelrod, S., McElrath, K. K., & Wine, B. (2012). Applied behavior analysis: Autism and beyond. *Behavioral Interventions*, 27, 1–15.
- Murphy, John J. (2008). *Solution-Focused Counseling in Schools*. USA: American Counseling Association.

#### **Reference Books**

- Behavior Analyst Certification Board (BACB) (2014). *Professional and Ethical Compliance Code for Behavior Analysts*.

- Mace, F. C. (1994). The significance and future of functional analysis methodologies. *Journal of Applied Behavior Analysis*, 27(2), 385–392.

## Open Education Resources

[ABA from A to Z: Behavior Science Applied to 350 Domains of Socially Significant Behavior - PMC \(nih.gov\)](#)

## PSYCHOLOGY (MINOR)

I	GE	UPS101	Foundations of Psychology	3	1	0	4
II	GE	UPS102	Fundamentals of Social Psychology	3	1	0	4
III	GE	UPS103	Developmental Psychology	3	1	0	4
IV	GE	UPS104	Counseling and Guidance	3	1	0	4
V	GE	UPS105	Health Psychology	3	1	0	4
VI	GE	UPS106	Environmental Psychology	3	1	0	4

SEMESTER I						
<b>Course Code: UPS101</b>	<b>Foundations of Psychology</b>			<b>L</b>	<b>T</b>	<b>P C</b>
<b>Version: 1.0</b>				<b>3</b>	<b>1</b>	<b>0 4</b>
<b>Category of Course</b>	Generic Elective/Minor					
<b>Total Contact Hours</b>	60					
<b>Pre-Requisites/ Co-Requisites</b>						

## Course Perspective

The Introduction to Psychology course is foundational for students, offering essential insights into human behaviour, thought processes, and emotional responses. It equips students with critical thinking skills, enhancing their ability to analyse and interpret psychological phenomena, which is invaluable in both academic and professional settings. Understanding psychology is crucial for careers in mental health, education, business, and more, as it fosters empathy, communication skills, and problem-solving abilities. By learning how psychological principles apply to real-world situations—such as improving

workplace dynamics, enhancing learning experiences, or promoting mental well-being—students gain knowledge that is directly applicable to their everyday lives and future careers.

**Course Outcomes** (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

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

**CO1:** Reading and demonstrating an understanding of complex ideas by identifying key concepts in the field of psychology

**CO 2:** Applying theory to practice using problem solving techniques and data analysis

**CO 3:** Analysing and evaluating research data to produce a well-reasoned argument or position on an issue.

**CO 4:** Synthesizing data from multiple sources to create and support a solution complex human interactions

**CO 5:** Designing a comprehensive intervention plan that applies psychological theories and principles to address a real-world issue

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## **Course Content**

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

#### **Introduction**

Definition of Psychology, Origin and History of psychology, Areas of Psychology and Psychology as a discipline (as arts and science)

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

#### **Schools of Psychology**

Different schools of psychology such as, Structuralism, Functionalism, Gestalt, Behaviourism, Cognitive perspective and Humanistic perspective.

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

#### **Attention and Emotion**

Attention: Definition, and its theory, Emotion: Definition, Basic and Mixed emotion, Theories of Emotion (James Lang theory, Cannon-Bard Theory, Schachter singer theory), constructs affecting attention, constructs affecting emotions

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

#### **Assessment in Psychology**

Definition of psychological testing, Self-report measures (survey-based approach such as intelligence test, aptitude test etc.), projective techniques, interview method, case study and observation method

## **Textbooks:**

Psychology by Sandra K. Ciccarelli and J. Noland White

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

### Reference Books

Thinking, Fast and Slow by Daniel Kahneman

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Influence: The Psychology of Persuasion by Robert B. Cialdini

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

### Open Educational Resources (OER)

[Introduction to Psychology" by OpenStax](#)

[Psychology - Lumen Learning](#)

[NOBA Project: Psychology](#)

[Boundless Psychology](#)

[MIT OpenCourseWare: Introduction to Psychology](#)

SEMESTER II					
Course Code: UPS102	Fundamentals of Social Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

### Course Perspective

The course Fundamentals of Social Psychology explores how individual behavior, thoughts, and feelings are influenced by the actual, imagined, or implied presence of others. It introduces key theories and empirical research on social cognition, group behavior, interpersonal relationships, and social influence. Students will gain a deeper understanding of the social aspects of human behavior and the underlying psychological mechanisms. This course is essential for students interested in fields such as psychology, sociology, marketing, and organizational behavior.

### Course Outcomes

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

**CO1:** Understanding the core principles of social psychology and their applications in real-world settings.

**CO 2:** Analyzing the influence of social factors such as culture, norms, and roles on individual behavior.

**CO 3:** Applying key theories of group dynamics to understand leadership, decision-making, and social influence.

**CO 4:** Evaluating research findings in social psychology to assess their relevance in various contexts.

**CO 5:** Investigating the psychological mechanisms behind prejudice, stereotypes, and discrimination.

## **Course Content**

### **UNIT I**

**15 lecture hours**

#### **Introduction to Social Psychology**

Definition, history, and scope of social psychology; Research methods in social psychology: Experimental, correlational, and field studies; Social cognition: Perception, attribution, and cognitive biases; Attitudes and behavior: Theories of attitude formation, change, and persuasion; The self in a social context: Self-concept, self-esteem, and social identity.

### **UNIT II**

**15 lecture hours**

#### **Social Influence and Group Dynamics**

Social influence: Conformity, compliance, and obedience; Theories of social power and influence: Milgram, Asch, and Zimbardo studies; Group behavior: Norms, roles, groupthink, and group polarization; Leadership styles and their impact on group performance; Intergroup relations: In-group vs. out-group dynamics; Social facilitation and social loafing: Impact of group presence on individual performance.

### **UNIT III**

**15 lecture hours**

#### **Interpersonal Relationships and Communication**

Theories of interpersonal attraction: Proximity, similarity, and reciprocity; Love and close relationships: Sternberg's Triangular Theory of Love; Social exchange and equity theories in relationships; Communication: Verbal and non-verbal communication, barriers to effective communication; Conflict resolution strategies: Mediation, negotiation, and cooperative problem-solving; Prosocial behavior: Altruism, empathy, and helping behavior.

### **UNIT IV**

**15 lecture hours**

#### **Prejudice, Stereotypes, and Social Issues**

Prejudice: Causes, consequences, and strategies to reduce it; Stereotyping: Formation, maintenance, and impact on behavior; Discrimination: Types, causes, and social impact; Aggression: Theories, causes, and methods of control; Social psychology of collective behavior: Crowds, mobs, and social movements; Application of social psychology to contemporary issues: Bullying, media influence, and social justice movements.

## **Learning Experience**

The Fundamentals of Social Psychology course will involve a blend of lectures, interactive group discussions, and real-world case studies. Students will engage in role-playing exercises and simulations to understand key social psychological concepts. Case studies will allow for the application of theories to understand social phenomena in various contexts such as organizational behavior, social movements,

and interpersonal relationships. Assessments will include reflective essays, group presentations, and research projects aimed at analyzing social psychological processes in everyday life.

### **Textbooks:**

Myers, D. G. (2018). Social Psychology. McGraw-Hill Education.

Aronson, E., Wilson, T. D., & Akert, R. M. (2019). The Social Animal. Worth Publishers.

### **Reference Books**

Hogg, M. A., & Vaughan, G. M. (2018). Social Psychology. Pearson.

Fiske, S. T., & Taylor, S. E. (2017). Social Cognition: From Brains to Culture

<b>SEMESTER III</b>					
<b>UPS103</b>	<b>Developmental Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version: 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	Minor /Generic Elective				
<b>Total Contact Hours</b>	60				
<b>Pre-Requisites/ Co-Requisites</b>					

### **Course Perspective**

The "Developmental Psychology" course is crucial for students seeking a deep understanding of human growth and development across the lifespan. It contributes to academic and professional development by equipping students with the ability to analyze and interpret developmental stages, from infancy to old age, through various psychological perspectives. This course is essential for careers in psychology, education, healthcare, and social work, as it provides insight into the cognitive, emotional, and social changes individuals experience over time. Students will gain critical skills in observation, assessment, and application of developmental theories to real-world scenarios, such as designing age-appropriate educational programs, supporting mental health in different life stages, or creating interventions that address developmental challenges. The knowledge acquired in this course is directly applicable in professions that involve working with individuals across different age groups, making it an invaluable part of the psychology program.

**Course Outcomes** (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

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

**CO1:** Analyzing the major developmental milestones across the lifespan, identifying key physical, cognitive, and socio-emotional changes from infancy through old age.

**CO 2:** Evaluating various developmental theories and research findings, comparing and contrasting their explanations of human growth and behavior.

**CO 3:** Applying developmental concepts and theories to real-world scenarios, such as designing interventions for developmental challenges or creating educational materials tailored to specific age groups.

**CO 4:** Assessing the impact of cultural, social, and environmental factors on development, considering how these factors influence individual differences and life outcomes.

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**CO 5:** Creating a comprehensive developmental profile of an individual or case study, integrating knowledge from various developmental stages to propose appropriate support strategies or interventions.

## **Course Content**

### **Unit 1**

**No. of Hours: 15**

#### **An Introduction to Lifespan Development**

Defining lifespan development, scope, historical development; Research Methods experiments: determining cause and effect measuring developmental change; Earliest Development, Genes and Chromosomes; twin studies, Prenatal Growth and Change, Fertilization, Conception, Stages of the Prenatal Period

### **Unit II**

**No. of Hours: 15**

#### **Infancy and Childhood**

Emotions in Infancy, Stranger Anxiety and Separation Anxiety, Social Referencing; Intellectual Development- Piagetian Approaches to Cognitive Development, Information Processing in Middle Childhood, Vygotsky's Approach to Cognitive Development, Developing Self, Psychosocial Development, Self-esteem

### **Unit III**

**No. of Hours: 15**

#### **Adolescence**

Identity Formation, Depression and Suicide, Psychological Difficulties in Adolescence Relationships- family, peers, society, Dating and Sexual Behavior; Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

### **Unit IV**

**No. of Hours: 15**

#### **Adulthood**

Career Choices, Skill Development and Government Policies in India; Gender and Career Choices, Wellness and Illness of Middle Adulthood, Individual Variations in Health; Personality Development- Normative Crisis versus Life events, Erikson's Stage of Generativity versus Stagnation

## **Learning Experience**

The Introduction to Psychology course, the instructional methods will be dynamic and experiential, incorporating a blend of lectures, discussions, and interactive activities. To ensure that students actively engage with the material, the course will include case studies that require critical analysis and application of psychological concepts. Hands-on learning opportunities, such as role-playing exercises, will allow students to experience psychological theories in practice.

Group work will be a key component, fostering collaboration and peer learning as students work together on projects and presentations. Assignments will be designed to reinforce learning and encourage deeper exploration of topics, with a focus on real-world applications of psychological principles.

Technology will be integrated into the course through the use of online discussion boards, multimedia resources, and virtual simulations that provide immersive learning experiences. Assessments will include a mix of written assignments, group presentations, and experiential projects, allowing students to demonstrate their understanding in varied formats.

Students will receive continuous support and feedback from the course instructor, who will be available for additional help outside of class hours. Peer feedback will also be encouraged, particularly during group activities and peer review sessions, helping students refine their ideas and improve their work through collaborative learning.

**Textbooks:**

Development Across the Lifespan, Feldman Robert S. & Babu Nandita

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

**Reference Books**

Developmental Psychology: A Life Span Approach, Hurlock E. B.

Human Development, Papalia, Diane E., and Olds Sally Wendkas.

**Open Educational Resources (OER)**

[Introduction to Psychology" by OpenStax](#)

[Psychology - Lumen Learning](#)

[NOBA Project: Psychology](#)

[Boundless Psychology](#)

<b>SEMESTER IV</b>					
<b>Course Code: UPS104</b>	<b>Counselling and Guidance</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version: 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	Discipline Specific Course				
<b>Total Contact Hours</b>	60				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective

The course on Counselling and Guidance explores the theories, techniques, and applications of counselling in various settings. Students will learn about the processes involved in providing professional guidance to individuals across different life stages, including children, adolescents, and adults. The course covers key therapeutic approaches, ethical considerations, and the development of practical counselling skills. This course is essential for those pursuing careers in mental health, education, social work, and organizational psychology.

### Course Outcomes

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

CO1: Understand the core concepts, theories, and approaches of counselling and guidance.

CO2: Apply various counselling techniques to address issues related to personal, academic, and career development.

CO3: Conduct client assessments and develop counselling plans tailored to individual needs.

CO4: Evaluate ethical standards in the counselling profession and apply them in practice.

CO5: Explore the role of guidance in educational and career contexts.

CO6: Demonstrate practical counselling skills through role-plays and case studies.

### Course Content

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#### UNIT I

**15 lecture hours**

#### Introduction to Counselling and Guidance

Definition, nature, and scope of counselling and guidance; The role of a counsellor: Skills, qualities, and professional responsibilities; Theories of counselling: Psychoanalytic, humanistic, cognitive-behavioral, and eclectic approaches; Types of counselling: Individual, group, career, and crisis counselling; The process of counselling: Assessment, goal setting, intervention, and termination; Ethical considerations in counselling and guidance: Confidentiality, boundaries, and informed consent.

#### UNIT II

**15 lecture hours**

#### Counselling Techniques and Approaches

Building a therapeutic relationship: Rapport, trust, and empathy; Counselling skills: Active listening, reflection, questioning, and summarization; Techniques in counselling: Role-play, cognitive restructuring, behavior modification, and mindfulness; Crisis intervention strategies: Dealing with trauma, grief, and emergency situations; Group counselling: Dynamics, advantages, and techniques for effective group therapy; Case studies of different counselling approaches applied in various contexts.

### **UNIT III**

**15 lecture hours**

#### **Guidance in Educational and Career Settings**

Educational guidance: Role in academic success, dealing with learning difficulties, and special education; Career guidance and counselling: Assessing interests, skills, and career aspirations; Career development theories: Holland's RIASEC model, Super's life-span theory; Use of psychometric tools in career guidance: Interest inventories, aptitude tests, and personality assessments; The role of counsellors in educational institutions: Addressing student needs and providing support; Case studies: Career guidance in schools, colleges, and organizational settings.

### **UNIT IV**

**15 lecture hours**

#### **Counselling Special Populations and Ethical Issues**

Counselling children and adolescents: Addressing developmental and behavioral challenges. Counselling in multicultural settings: Cultural competence and diversity in counselling practice; Counselling for special populations: Individuals with disabilities, mental health issues, and the elderly; Ethical dilemmas in counselling: Dual relationships, handling confidentiality breaches, and managing boundaries; Supervision in counselling: Importance of professional guidance for counsellors; Future trends in counselling: Online counselling, teletherapy, and advancements in mental health technology.

#### **Learning Experience**

The Counselling and Guidance course will involve a mix of theoretical lectures, practical demonstrations, and interactive role-playing exercises. Students will develop core counselling skills through supervised practice and feedback. Case studies will be used to explore real-world counselling scenarios in diverse settings, including educational institutions, mental health clinics, and corporate environments. Practical assessments will involve students participating in mock counselling sessions, allowing them to apply their skills in simulated environments. Ethical dilemmas and multicultural sensitivity will be key themes throughout the course.

#### **Textbooks:**

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.

Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.

#### **Reference Books**

Nelson-Jones, R. (2015). *Practical Counselling and Helping Skills*. Sage.

Egan, G. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.

SEMESTER V					
<b>UPS105</b>	<b>Health Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version: 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Category of Course</b>	<b>Generic Elective/ Minor</b>				
<b>Total Contact Hours</b>	<b>60</b>				
<b>Pre-Requisites/ Co-Requisites</b>					

### Course Perspective

The Health Psychology course explores the psychological, behavioral, and social factors that influence health and illness. It examines the role of psychology in the prevention and treatment of disease, the promotion of health, and the improvement of healthcare systems. Students will learn about the biopsychosocial model of health, stress management, health behavior change, and how psychological principles are applied to improve health outcomes. This course is vital for those pursuing careers in healthcare, counseling, and psychology.

### Course Outcomes

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

- CO1: Understand the biopsychosocial model of health and illness and its application to health psychology.
- CO2: Analyze the psychological and behavioral factors contributing to physical health and illness.
- CO3: Apply theories of health behavior change to improve individual and community health outcomes.
- CO4: Explore the role of stress and coping mechanisms in health and illness.
- CO5: Examine the impact of psychological factors on chronic illness, pain, and healthcare utilization.
- CO6: Critically evaluate health promotion interventions and the role of health psychologists in healthcare settings.

### Course Content

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#### UNIT I

**15 lecture hours**

#### Introduction to Health Psychology

Definition and scope of health psychology; The biopsychosocial model: Integration of biological, psychological, and social factors in health; Historical perspectives on health and illness: From mind-body dualism to the holistic approach; Research methods in health psychology: Experimental, correlational, and longitudinal studies; The role of health psychologists in healthcare: Prevention, intervention, and policy advocacy; Ethical issues in health psychology research and practice.

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**UNIT II****15 lecture hours****Stress, Coping, and Health**

Theories of stress: General adaptation syndrome, transactional model of stress; Physiological responses to stress: The role of the autonomic nervous system and endocrine system; Psychological responses to stress: Cognitive appraisal, perceived control, and resilience; Coping mechanisms: Problem-focused and emotion-focused coping, and their impact on health; The relationship between stress and illness: Cardiovascular disease, immune function, and mental health; Stress management techniques: Relaxation training, biofeedback, mindfulness, and cognitive-behavioral therapy (CBT).

**UNIT III****15 lecture hours****Health Behaviors and Interventions**

Health-compromising behaviors: Smoking, alcohol consumption, poor diet, and physical inactivity; Theories of health behavior change: Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model; Designing health interventions: Targeting individual, group, and community health behaviors; Preventive healthcare: Screening programs, immunizations, and health education campaigns; Health promotion strategies: Reducing risk factors and enhancing protective factors; Role of health psychology in chronic disease management: Diabetes, hypertension, and asthma.

**UNIT IV****15 lecture hours****Chronic Illness, Pain, and Healthcare Systems**

Psychological aspects of chronic illness: Impact on quality of life and mental health; Pain perception and management: Theories of pain, psychological factors influencing pain, and pain treatment; Patient-practitioner relationships: Communication, trust, and adherence to treatment; Psychological interventions for chronic illness and pain management: CBT, acceptance and commitment therapy (ACT), and biofeedback; Healthcare systems and health psychology: Improving patient outcomes through integrated care; Cultural and societal influences on health and healthcare access

**Learning Experience**

The Health Psychology course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in role-plays and practical exercises to understand the psychological aspects of health and illness. They will analyze case studies on stress management, chronic illness, and health behavior change interventions. Students will also design health promotion programs targeting specific health issues. Assessments will include project work, reflective essays, and exams that integrate theoretical understanding with practical application.

**Textbooks:**

1. □ Taylor, S. E. (2017). *Health Psychology*. McGraw-Hill Education.
2. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions*. Wiley.

**Reference Books**

1. Brannon, L., & Feist, J. (2019). *Health Psychology: An Introduction to Behavior and Health*. Cengage Learning.
2. Ogden, J. (2019). *Health Psychology: A Textbook*. Open University Press.

SEMESTER VI					
UPS106	ENVIRONMENTAL PSYCHOLOGY	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

### Course Perspective

Environmental Psychology explores the dynamic relationship between individuals and their physical environment. This course examines how natural and built environments impact human behavior, well-being, and cognition. Key topics include environmental stress, place attachment, sustainable behavior, and urban design. The course is ideal for students interested in the interdisciplinary study of human behavior in relation to ecology, sustainability, and urban planning, offering both theoretical frameworks and practical applications.

### Course Outcomes

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

- CO1: Understand the key theories and concepts in environmental psychology and their application to human behavior.
- CO2: Analyze the effects of physical environments on psychological well-being and behavior.
- CO3: Explore the role of environmental design in promoting sustainability and improving quality of life.
- CO4: Examine the impact of environmental stressors, such as noise and crowding, on behavior and mental health.
- CO5: Evaluate the psychological factors involved in pro-environmental behavior and sustainable practices.
- CO6: Apply environmental psychology principles to issues such as urban planning, conservation, and climate change mitigation.

### Course Content

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#### UNIT I

**15 lecture hours**

#### Introduction to Environmental Psychology

Definition and scope of environmental psychology. Theoretical frameworks: Behavior settings theory, ecological psychology, and transactional models. Research methods in environmental psychology: Field studies, laboratory experiments, and surveys. Person-environment fit

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Environmental perception and cognition: How individuals perceive and mentally represent their surroundings. Place identity and place attachment: The emotional and cognitive bonds people form with specific places.

## **UNIT II**

**15 lecture hours**

### **Environmental Stressors and Human Behavior**

Environmental stress: Definition and impact on behavior and mental health. Types of environmental stressors: Noise, crowding, pollution, and climate change. The impact of natural disasters on psychological well-being. Coping mechanisms and adaptation strategies for dealing with environmental stress. The effects of noise pollution and crowding on cognitive performance and social behavior. Case studies: Psychological impact of extreme environmental conditions, such as heatwaves and urban pollution.

## **UNIT III**

**15 lecture hours**

### **Sustainable Behavior and Environmental Conservation**

The psychology of sustainable behavior: Theories of behavior change (e.g., Theory of Planned Behavior, Value-Belief-Norm theory). Factors influencing pro-environmental behavior: Attitudes, values, norms, and knowledge. Interventions to promote sustainable practices: Recycling, energy conservation, and water use reduction. Environmental education and communication strategies for encouraging sustainable behavior. Social dilemmas and collective action: Overcoming barriers to environmental responsibility. Role of environmental psychologists in promoting conservation and sustainability

## **UNIT IV**

**15 lecture hours**

### **Applications of Environmental Psychology in Urban Planning and Design**

The role of environmental psychology in urban design and architecture.  
Designing spaces for well-being: Green spaces, walkability, and restorative environments.  
The impact of urbanization on mental health and social behavior.  
The concept of biophilia: Integrating nature into urban environments.  
Climate change and its psychological impacts: Promoting climate adaptation and resilience.  
Future directions in environmental psychology: Smart cities, sustainable architecture, and community building.

## **Learning Experience**

The Environmental Psychology course will include interactive lectures, case studies, and group discussions. Students will explore the psychological impact of different environments through field trips and practical projects, such as designing environmentally sustainable spaces. Group projects will allow students to apply environmental psychology principles to real-world issues, such as urban design or promoting sustainable behavior. Assessments will involve research papers, reflective essays, and presentations focused on environmental stressors, sustainability, and urban planning.

## **Textbooks:**

Gifford, R. (2014). *Environmental Psychology: Principles and Practice*. Optimal Books.

Steg, L., van den Berg, A. E., & de Groot, J. I. M. (2019). *Environmental Psychology: An Introduction*. Wiley.

## **Reference Books**

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Clayton, S., & Myers, G. (2015). *Conservation Psychology: Understanding and Promoting Human Care for Nature*. Wiley.

Bechtel, R. B., & Churchman, A. (2002). *Handbook of Environmental Psychology*. Wiley.