

**COURSE STRUCTURE AND SYLLABI  
FOR THREE YEAR B.A. DEGREE COURSE**

**2022-23**



**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
ADAMAS UNIVERSITY**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**VISION OF THE UNIVERSITY**

To be an internationally recognized university through excellence in inter-disciplinary education, **research** and innovation, preparing socially responsible well-grounded individuals contributing to nation building.

**MISSION STATEMENTS OF THE UNIVERSITY**

**M.S 01:** Improve employability through futuristic curriculum and progressive pedagogy with cutting-edge technology

**M.S 02:** Foster outcomes-based education system for continuous improvement in education, **research** and all allied activities

**M.S 03:** Instill the notion of lifelong **learning** through culture of **research** and innovation

**M.S 04:** Collaborate with industries, **research** centres and professional bodies to stay relevant and up to-Date

**M.S 05:** Inculcate ethical principles and **develop** understanding of environmental and social realities

**CHANCELLOR / VICE CHANCELLOR**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**VISION OF THE SCHOOL**

To foster inclusive excellence, shape the conversation about higher education, and **develop** effective leaders and resourceful **problem** solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented **skills**.

**MISSION STATEMENTS OF THE SCHOOL**

**M.S 01:** To promote inclusive excellence and academic innovation, offer professional and career **development**, provide resources and best practices, respond to current evolving issues, and advocate liberal **learning**.

**M.S 02:** To engage and foster in creative activity and academic excellence of basic and applied **research** that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy, and to ensure the acquisition of **skills** essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond creatively and flexibly to the challenges of a diverse and changing world.

**DEAN OF THE SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA**

**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**VISION OF THE DEPARTMENT**

The Department of English Language and Literature aims at preparing employable candidates. The students are imbued with in-depth knowledge of the English language and critical insight.

**MISSION STATEMENTS OF THE DEPARTMENT**

- M.S 01:** Enabling the students to practice critical thinking through various pedagogical techniques
- M.S 02:** Creating a space for interdisciplinary studies.
- M.S 03:** Broadening career options through knowledge and skills by inculcating professional ethics and by making socially employable youth.
- M.S 04:** Promoting quality research and creative work that furthers appreciation.

**HOD**

**DEAN/ SCHOOL CONCERNED**



**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Name of the **Programme**: B.A. (Hons.) in English Language and Literature

**Program Educational Objectives (PEOs)**

**PEO 01** – To make students **conceptualize**, critically analyze and acquire In-depth knowledge of English Language and Literature by imbuing in them the unique ability of synthesizing knowledge towards adding value in the areas of Literature and Language.

**PEO 02** – To promote critical thinking by way of enabling graduates to look at things from different perspectives, thereby making them efficient in **applying** different forms of **problem-solving** techniques.

**PEO 03** – To inculcate a spirit of enquiry, so that a student with Masters in English can search for facts and truths by **developing** methodologies that support critical **analysis** and decision making.

**PEO 04** – To ignite the passion for creativity and original thinking. To inculcate aspirit of Ethics and Social Commitment in the personal and professional life so that they add value to the society.

**HOD**

**DEAN/ SCHOOL CONCERNED**



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**ADAMAS UNIVERSITY, KOLKATA  
SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Name of the **Programme**: B.A. (Hons.) in English Language and Literature

**GRADUATE ATTRIBUTE / PROGRAMME OUTCOME (PO)**

- GA 01/ PO 01:** Knowledge of Literature in English: Obtaining comprehensive knowledge of a range of literary and cultural texts written in English.
- GA 02/ PO 02:** Contextual Understanding: Understand socio-political and economic context that **play** crucial roles in shaping literary works.
- GA 03/ PO 03:** Independent and Original Perspectives: Foster and nurture independent, original thoughts and perspectives on diverse social and cultural issues.
- GA 04/ PO 04:** **Research** and **Analysis**: Understand the basics of **research** methodologies and approaches.
- GA 05/ PO 05:** Communication: Communicate effectively with the literary community and within the society at large.
- GA 06/ PO 06:** Leadership **Skills**: Understand the importance, **skills** and nuances of leadership in a team, group or society at large.
- GA 07/ PO 07:** Modernization and Tools Usage: Acquire necessary knowledge of tools (especially digital tools) to adapt to the modern world.
- GA 08/ PO 08:** Creative, Critical Thinking and **Problem-Solving Skills**: Generate and **apply** all these **skills** and when necessary, in a broader socio-cultural and literary context.
- GA 09/ PO 09:** Language, Literature, Culture and Society: Acquire a critical understanding of how language, literature, culture and society influence and shape each other.
- GA 10/ PO 10:** Ethical Value: **Apply** ethical principles and commit to professional ethics and responsibilities.
- GA 11/ PO 11:** Individual and Team Effort: Understand importance of individual and team effort through various activities.
- GA 12/ PO 12:** Industry Friendly **Skills Development**: Acquire necessary **skills** and knowledge to adapt to the new economy.

**HOD**

**DEAN/ SCHOOL**



**ADAMAS UNIVERSITY, KOLKATA**  
**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Name of the **Programme**: B.A. (Hons.) in English Language and Literature

**PROGRAMME SPECIFIC OUTCOME (PSO)**

**PSO 01: NIL**

**PSO 02: NIL**

**PSO 03: NIL**

**PSO 04: NIL**

**HOD**

**DEAN/ SCHOOL CONCERNED**

**COURSE STRUCTURE AND SYLLABI**



**FOR THREE YEAR B.A. DEGREE COURSE**

**2022-23**

**PROGRAMME CODE: ENG3302**



**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
ADAMAS UNIVERSITY**

**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES**

**UNDERGRADUATE COURSE STRUCTURE**

**B. A. (Hons.) in English Language and Literature**

**BATCH 2022-23**

**FOUNDATION COURSES**

**SEMESTER I**

**Semester I**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Type</b>	<b>Credit</b>
1	<b>FLA11001</b>	<b>Linguistic Proficiency</b>	<b>Theory</b>	<b>2</b>
2	<b>FLA11002</b>	<b>Introduction to Art and Social Sciences</b>	<b>Theory</b>	<b>5</b>
3	<b>FLA11003</b>	<b>Evolution of Traditions of Knowledge</b>	<b>Theory</b>	<b>2</b>
4	<b>FLA11007</b>	<b>Social and Political Foundations</b>	<b>Theory</b>	<b>2</b>
5	<b>FLA11009</b>	<b>French</b>	<b>Theory</b>	<b>0</b>
6	<b>FLA13001</b>	<b>Critical Thinking and Reasoning</b>	<b>Hybrid</b>	<b>3</b>
7	<b>FLA13002</b>	<b>Public Speaking and Presentation Skills</b>	<b>Hybrid</b>	<b>2</b>
8	<b>FLA13003</b>	<b>Creativity and Technology</b>	<b>Hybrid</b>	<b>2</b>
9	<b>FLA13004</b>	<b>Unsung and Unknown Art and Craft of West Bengal</b>	<b>Hybrid</b>	<b>2</b>
10	<b>DGS11001</b>	<b>Design Thinking</b>	<b>Theory</b>	<b>2</b>

**Total Credit: 22**

## Semester II

Sl. No.	Course Code	Course Name	Type	Credit
1	FLA13005	Introduction to Data Analysis	Theory	3
2	FLA13017	Science, Technology and Society	Hybrid	3
3	FLA13016	Media, Communication and Culture	Hybrid	3
4	FLA11011	Diversity and Inclusion	Theory	3
5	FLA11012	Human Rights and Legal Awareness	Theory	3
6	FLA11013	Basics of Finance and Accounting	Theory	3
7	EIC11001	Venture Ideation	Theory	2
8	EVS11113	Environmental Studies	Theory	2
9	FLA11009	French	Theory	0

Total Credit: 22

## Semester III

Sl. No.	Course Code	Course Name	Type of Course	Lecture (L)	Tutorial (T)	Practical (P)	Credit
1	ENG11002	British Poetry and Drama: 14th to 17th Centuries	CC	3	1	0	4
2	ENG11011	European Classical Literature	CC	3	1	0	4
3	-	Any 1 from Pool	Major Elective	3	1	0	4

4	-	Any 1 from Pool	Major Elective	3	1	0	4
5	-	Inter-Disciplinary Project	IDC	2	0	2	3
6	-	Computer Application	Project/SEC	0	0	4	2

**Semester Credits: 23**

#### Semester IV

Sl. No.	Course Code	Course Name	Type of Course	Lecture (L)	Tutorial (T)	Practical (P)	Credit
1	ENG11003	British Poetry and Drama: 17th and 18th Centuries	CC	3	1	0	4
2	ENG11006	British Romantic Literature	CC	3	1	0	4
3	-	Any 1 from Pool	Major Elective	3	1	0	4
4	-	Any 1 from Pool	Major Elective	3	1	0	4
5	-	Communicative English	Minor SOLACS	1	0	2	2
6	-	IDC-2	IDC	2	0	2	3
7	-	Community Engagement	IDC	1	0	1	2

**Semester Credits: 26**

## Semester V

Sl. No.	Course Code	Course Name	Type of Course	Lecture (L)	Tutorial (T)	Practical (P)	Credit
1	ENG11009	British Literature: 19th Century	CC	3	1	0	4
2	ENG11096	British Literature: 20th Century	CC	3	1	0	4
3	-	Any 1 from Pool	Major Elective	3	1	0	4
4	-	Any 1 from Pool	Major Elective	3	1	0	4
5	-	Any 1 from Pool	Minor SOLACS	3	1	0	4
6	IDC-3	Inter-Disciplinary Course (IDC)	IDC	2	0	2	3
7	ENG14019	Internship	SEC	0	0	4	2

8	-	Any 1 from Pool	VAC	2	0	0	2
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**Semester Credits: 25**

## Semester VI

Sl. No.	Course Code	Course Name	Type of Course	Lecture (L)	Tutorial (T)	Practical (P)	Credit
1	ENG11017	Literary Theory	CC	3	1	0	4
2	ENG11021	Postcolonial Literatures	CC	3	1	0	4
3	-	Any 1 from Pool	Major Elective	3	1	0	4
4	-	Any 1 from Pool	Minor SOLACS	3	1	0	4
5	IDC-4	Inter-Disciplinary Course (IDC)	IDC	2	0	2	3
6	ENG15026	Dissertation	SEC	0	0	16	8

Semester Credits: 27

## Major Electives to be offered by the Department of English Language and Literature

SEM 3	SEM 4	SEM 5	SEM 6
LITERATURES OF THE INDIAN DIASPORA (ENG11015)	MODERN EUROPEAN DRAMA (ENG11013)	LITERATURE AND CINEMA (ENG11022)	TRAVEL WRITING (ENG11024)
BRITISH LITERATURE: POST WORLD WAR II (ENG11016)	SCIENCE FICTION AND DETECTIVE LITERATURE (ENG11018)	WORLD LITERATURES (ENG11023)	AUTOBIOGRAPHY (ENG11025)
INDIAN CLASSICAL LITERATURE (ENG11004)	INDIAN WRITING IN ENGLISH (ENG11001)	AMERICAN LITERATURE (ENG11014)	WOMEN'S WRITING (ENG11020)



### Minors to be offered by the Department of English Language and Literature

SEM 3	SEM 4	SEM 5	SEM 6
INTRODUCTION TO LANGUAGE, LITERATURE AND CULTURE (ENG11028)	ACADEMIC AND PROFESSIONAL WRITING (ENG11097)	EDITING AND PUBLISHING: AN INTRODUCTION (ENG11098) TRANSLATION: AN INTRODUCTION (ENG11099)	TEXT AND PERFORMANCE (ENG11031)

### IDC/MDC Offered by the Department of English Language and Literature

- 1) Language and Society – Sem IV
- 2) Language and Mind – Sem V

Minors to be offered by Departments of SoLACS other than English:

Sem 3	Sem 4	Sem 5	Sem 6
History Of Literature (BEG11056 )	Bengali Sci-Fi (BEG11069)	Culinary Culture In Bengal (BEG11082)	Bengali Subaltern Literature (BEG11096 )
Bengali Film Appreciation (BEG11057 )	Bookmaking (BEG11070)	Travel Literature In Bengali (BEG11083 )	Art In Bengal (BEG11097 )
Shishu-Kishor Sahitya (BEG11058)	Comparative Literature (BEG11071)	Stylistics (BEG11084 )	Foreign Language And Bengali (BEG11098)
Creative Writing (BEG11059)	History Of Bengali Music (BEG11072)	Media Studies (BEG1108)5	Theatre In Bengal (BEG11099 )
Bengali Popular Literature (BEG11060)	Selected Bengali Stories And Novels (BEG11073 )	Gender In Language (BEG11086)	Study Of Biographies (BEG11100 )
Crafts Of Bengal (BEG11061 )	Tagore Literature (BEG11074 )	Chhanda And Alankar (BEG11087)	Partition Literature (BEG11101 )

Fundamentals Of Sociology (SOC11045)	Indian Society: Issues And Perspectives (SOC11049)	Rural And Urban Sociology (SOC11054)	Social Problems And Social Welfare- (SOC11060)
		Sociological Theories (SOC11055)	
Psychology Of Individual Differences(PSC1601)	Stress Management (PSC1602)	Psychology In Organization And Industry (Psc1603)	Elements Of Applied Psychology(PSC1605)
		Psychopathology And Psychological Management (PSC1604)	
Introduction to Language, Literature And Culture (ENG11028)	Academic And Professional Writing (ENG11097)	Editing And Publishing: An Introduction (ENG11098)	Text And Performance (ENG11031)

		Translation: An Introduction (ENG11099)	
Myth And Reality: Understanding The Indian Epics (HST11064)	Margins Of History: Caste And Tribes In Modern India (HST11070)	Indian Art And Architecture (HST11076)	Making Of Contemporary India (HST11082)
		Popular Movements In India (HST11075)	
Governance Issues and Challenges (POS11071)	Gandhi and Contemporary World (POS11072)	Dilemmas in Politics (SPOS11073)	Digital Governance (POS11075)
		Feminism Theory and Practice (POS11074)	

CC	Core Course
VAC	Value Added Course
IDC	Inter-Disciplinary Course/Project
SEC	Skill Enhancement Course

FLA11001	<b>Linguistic Proficiency</b>	L	T	P	C
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### Course Objectives:

1. Gain technical mastery over the tools of linguistic analysis.
2. Gain understanding of linguistic theory as it applies in these areas.
3. Learn how to investigate linguistic data and analyse it.
4. Develop strong problem-solving skills in linguistics.

### Course Outcome:

CO1: **Simplify** the language

CO2: **Identify** how incorrect or irrational assumptions and prejudices distort understanding of language

CO3: **Demonstrate** knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation.

### Course Content:

1. **What is Linguistics?**  
 Language Acquisition; Language, Mind, and Society;  
 Language as a system of signs;  
 Competence, Performance, I-Language, and E-Language.
2. **Phonetics and Phonology**  
 Mechanism of Speech Production;  
 IPA transcription; Internal Structure of Speech Sounds;

The External Organization of Speech Sounds.

3. **Morphology**

Morpheme, Morph, Allomorph;

Word Formation Process;

Morphophonemics.

4. **Syntax and Semantics**

Generative Grammar; Parts of Speech and IC **Analysis**:

Trees and Phrase Structure Rules; Some Basic **Concepts** of Meaning;

Sentence Meaning, Stylistics

**Suggested Reading**

1. Akmajian A., R.A. Demers and R.M. Harnish, Linguistics: An Introduction to Language and Communication. Cambridge, Mass: MIT Press. (Indian ed. 1996. Prentice Hall.).
2. Lever J. Principles of Phonetics. Cambridge University Press. 1994.
3. Katamba F. An Introduction to Phonology. 1989.
4. Katamba F. Morphology. London. 1993.
5. Carnie A. Syntax A Generative Introduction. Wiley Blackwell. 2021.

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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11002	<b>Introduction to Art and Social Sciences</b>	L	T	P	C
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### Course Objectives:

This course will provide an understanding of how art uniquely expresses human thought, value and emotions. It will also motivate students to **compare** and contrast artistic styles from different historical periods and cultures.

### Course Outcome:

- CO1: **Review** the history of Literary movements in the background of social and political processes.
- CO2: **Employ** the awareness of English Language and Literature in various contexts of Indian Constitution.
- CO3: **Solve** the cultural diversity of heritage and the effects of artistic or philosophical influences as demonstrated through the study of art.

### Course Content

#### Unit-I: Literature and Perceptions

1. Literary terms and theories: Important literary movements in literary history
2. Comparative methodology: Interdisciplinary approach, importance of translation
3. Textual **analysis**:
  - Indian **writing** in English (Any one)
  - Indian Literature in English Translation (Any One)

#### Unit-II: Meaning and Nature of Sociology

1. Emergence of Sociology
2. Meaning Nature and Scope, Subject matter
3. Science or not; Sociological imagination.

#### Unit-III: Indian Constitution: Rights and Duties

1. Introduction to Constitution of India: Evolution & Salient Features
2. Fundamental Rights & Constitutional Remedies
3. Directive Principles of State Policy and Fundamental Duties

#### Unit IV: Why Study History?

1. The reason for studying history
2. The nature of the historical discipline, its **development** and scope
3. Issues in historiography, past and present

**Suggested Readings:**

1. Abrams, M.H. Glossary of Literary Terms, Cengage India Private Limited; 11th edition (1 February 2015)
2. Wellek and Warren, Theory of Literature, Mariner Books; 3rd edition (1 June 1956)
3. Raymond Williams, Culture and Society: Essential Writings, SAGE Publications Ltd; 1st edition (23 January 2014)
4. Select Essays by Meenakshi Mukherjee and Tuntun Mukherjee on Translation
5. R.K. Narayan, Swami and Friends, Indian Thought Publications; Edition (1 December 2008) / Malgudi Days, Indian Thought Publications; 1st edition (1 December 1982)
6. Ruskin Bond, Uncle Aunts and Elephants, Puffin (21 August 2014) / The Adventures of Rusty, Penguin India; 2012th edition (24 January 2012)
7. Sukumar Ray, Ha ja ba ra la, Lulu.com (7 August 2005)
8. Panchatantra, Rupa & Co (1 December 1991) / Katha Sarit Sagar, CreateSpace Independent Publishing Platform (August 18, 2014)
9. Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University press.
10. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
11. Giddens,A., 1993.Essentials of Sociology, UK: Polity Press
12. The Constitution of India (Govt. of India Publication - Latest Edition) M. V Pylee, India's Constitution.
13. D. D. Basu, Introduction to the Constitution of India. E H Carr, what is History? Penguin, UK, 1991.
14. Collingwood, R.G. The Idea of History, Oxford University Prees, London, 1946. Mark T. Gilderhus, History & Historians: A Historiographical Introduction
15. David Hackett Fisher, The Fallacies of History: Toward a Logic of Historical Thought Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
16. Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.

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

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation



<b>FLA11003</b>	<b>Evolution of Traditions of Knowledge</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### Course Objectives:

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience: philosophy, medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. **Concepts** and technical vocabularies of these traditions are still a part of the thinking and the languages of modern India.

### Course Outcome:

CO1: **Review** major Indian thinkers in different disciplines.

CO2: **Rank** the primary texts of Indian thought through an organized study of short extracts in translation of those texts.

CO3: **Evaluate** a better appreciation of not only the Knowledge Traditions and Practices of India but also of many contemporary questions and issues that they handle in their course work in related disciplines.

### Course Content:

#### Unit I: Indian Philosophical Systems

1. Evolution of philosophical questioning
2. Six Philosophical Schools
3. Buddha and Jainism
4. Sankracarya and Ramanuja

#### Unit II: Indian Medical Traditions

1. Introduction to Indian Medical Traditions
2. Ideas of Caraka Samhita
3. Practices in Sustruta Samhita
4. Ayurvedic Medicine

#### Unit III: **Dance, Drama and Theatre**

1. Different Dance Forms
2. **Drama** through the ages

### 3. Evolution of Theatre

#### Suggested Readings:

1. Atlekar, A.S. (1957). Education in India, Varanasi: Vawal Kishore and Bros. Agaham, Williard (1964). A Time of Teaching, New York: Harper and Row.
2. Aiyar, S.P. (1965). "Education and the Traditional Society in India", General Education Quarterly (Vol. 111, No. 1), October 1965.
3. Appadorai, A. (1968). "Integration Council and its Task," The Hindustan Times, June 20, 1968.
4. Biddle, Brue J., et. al. (1966). Essays on the Social Structure of Education, Missouri: University of Missouri.
5. Butts, Robert I.; (1947). A Cultural History of Education: Reassessing our Educational Traditions, 1<sup>st</sup> ed., New York and London: McGraw Hill Book Co., Inc.
6. Cale, Luella (1950). A History of Education: Socrates to Montessori, New York, Holt, Rinehart & Winston, Inc.
7. Damle, Y.B. (1966). "Socialization for an Unknown Future" - paper presented to the Seminar on "Higher Education, Technology and Social Change" (December 1-3, 1966). New Delhi, Indian Institute of Technology, Department of Humanities and Social Sciences.
8. "Education and Social Values" - paper presented to the "Conference of Indian Sociologists" (October 14- 16, 1967), Bombay Indian Sociological Society, 1967
9. Dewey, John (1939). Democracy and Education: An Introduction to Philosophy of Education, New York, G.P. Putnam's Sons.
10. "Educational and Traditional values -A Symposium," Education Quarterly (Vol.15, No.58), June 1963, pp.64-105 (See especially the contributions of Zakir Hussain, Mulk Raj Anand, Kamla Devi Chattopadhyaya and A.R.Wadia.).
11. Eisenstadt, S.N. (1956). From Generation to Generation, Chicago: Free Press. Erickson, Erick H., (Ed.) (1963). Youth: Change and Challenge, New York: Basic Books.

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

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

**Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO 1</b>	3	3	2	1	3	2	1	3	3	-	-	2
<b>CO 2</b>	3	2	3	-	3	3	2	3	3	2	1	-
<b>CO 3</b>	2	3	3	1	-	3	3	3	2	-	1	3

**CO-PO Correlation**

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11007	<b>Social and Political Foundations</b>	L	T	P	C
Version 1.0		1	0	1	2
Pre-requisites/Exposure					
Co-requisites	-				

### Course Objectives:

1. The students would get acquainted with some key **concepts** about the formation of society.
2. The students would be able to **develop** critical thinking **skills** regarding contemporary social issues.
3. To enable the students to ponder and think critically.
4. To help the students to **understand** abstract political **concepts by** grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

### Course Outcomes:

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

CO1. **Identify** the changes in the social structure over time.

CO2. **Analyse** the factors involved in the process of the state formation and its types.

CO3. **Evaluate** the role of state and non- state actors in the process of political decision-making.

### Course Content:

#### Unit 1: Thinking Sociologically

1. Cultural diversity and sociological perspectives
2. Social Structure- **Social groups**, community, role and status
3. Social control and deviance

#### Unit 2: **Conceptualizing gender and modernity**

1. Socialization
2. Stratification and society
3. Liquid modernity- Liquid love, transformation of intimacy, plastic sexuality

#### Unit 3: **Conceptualizing the State 7 hours**

1. Origin of the State
2. Elements/ factors and Perspectives

3. Types of State- Authoritarian, Democratic, Liberal, Socialist, Welfare and so on.

#### **Unit 4: Voters, Public opinion, and Political Mobilization**

1. Political Institutions and Organizations
2. Participation of Voters in democratic affairs
3. Role of social media in Political Mobilization

#### **Suggestive Readings:**

##### **Unit- I & II**

1. Abraham.F. 2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University press.
2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
3. Giddens, A., 1993.Essentials of Sociology, Uk: Polity Press
4. Haralambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
5. Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India
6. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
7. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
8. Rawat, H.K., 2015, Sociology: Basic Concepts, Rawat Publications
9. Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

##### **Unit- III & IV**

1. Christiano, Th. (2008). Democracy, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96
2. Owen, D. (2003). Democracy, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117
3. Mathur, Kuldeep (2018) Government to Governance, NBT, India.
4. Chakrabarty. & Bhattacharya. (eds.) (1998) The Governance Discourse, New Delhi:Oxford University Press
5. Munshi S. and Biju P. A. [eds.], Good Governance, Democratic Societies And Globalisation, Sage Publishers
6. United Nation Development Programme, (1997) "Reconceptualising Governance", NewYork
7. Smith, B. C (2007). Good Governance and Development, Palgrave.
8. Heywood, A. (2011). Global Politics, New York: Palgrave, 2011, pp. 383-411.
9. Baviskar, A (1995). The Politics of the Andolan', in the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Oxford University Press, Delhi, pp.202-228

10. Hardiman, D. (1981). The Kheda Satyagraha, in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Oxford University Press, Delhi, pp. 86-113.

Modes of Evaluation: Quiz/ **Assignment**/ Presentation/ Written Examination Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlatio

<b>FLA11009</b>	<b>French</b>	L	T	P	C
<b>Version 1.0</b>		0	0	0	0
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

### Course Objectives:

1. This course acquaints students with the culture and lifestyle of France.
2. Enables students for basic conversation in French
3. Students will have a basic outline of French grammar.

### Course Outcomes:

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

CO1- **Review** the elementary level of French grammar.

CO2 - **Solve** and understand to communicate in French and give their introduction to others.

CO3 - **Assess** the students in securing varied job opportunities and for higher studies

### Course description:

The course provides an understanding of one of the important international languages. This course provides a peek into the culture, Language speaking world. Students will develop a skill and ability to communicate in real life situations by acquiring reading , \writing , listening and speaking skills.

### Course content:

#### Unit : 1

1. Les alphabets, La prononciation, Les accents
2. Saluer, S'adresser poliment
3. Les nombres (cardinaux, ordinaux), Compter, Communiquer en classe, demander et donner les informations, La date, demander/dire l'heure, Lesjours de la semaine et les mois de l'année, Les couleurs

**Unit: 2**

1. Les articles définis et indéfinis, Les pronoms sujets.
2. Les Pays et Les adjectifs de nationalité
3. Les verbes être, avoir, aller, s'appeler, Regular Verbe : ER, IR, RE, Lanégation

**Unit: 3**

1. La culture et la civilisation français : Vin, Parfums, Les personnescélèbres français, Le drapeau français
2. A propos de la France.
3. Les fromages, Les villes, La Francophone.

**Unit: 4**

1. Se présenter,
2. Présenter quelqu'un
3. La conversation de base

**Suggested Readings :**

1. Jumelage
2. Apprenons Le Français 0,1,2 textbook & workbook La saiso
3. Entre Jeune
4. Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor

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

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



**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	-	3	3	3	2	2	1	-
CO 2	3	3	2	-	3	2	1	3	3	1	3	-
CO 3	2	3	3	-	1	3	3	3	2	1	-	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>FLA13001</b>	<b>Critical Thinking and Reasoning</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		1	0	1	2

<b>Pre-requisites/Exposure</b>	10 + 2 knowledge
<b>Co-requisites</b>	-

### Course Objectives:

After studying this course the students will be able to:

1. Identify the assumptions needed to analyze any **problem**.
2. Identify relevant information presented in a case or **problem**.
3. Identify the alternative solutions to the **problem** or cases.
4. Attempt to figure something out, to settle questions, to solve **problems**.

### Course Outcomes:

CO1: **Derive** the **concepts** of critical thinking and reasoning and illustrate the relationship between the two.

CO2: **Employ** the phases of **development** of critical thinking.

CO3: **Classify** reasoning in the light of the classical approach and the new paradigm.

### Course Content:

#### UNIT I

1. Introduction: **Concept** of critical thinking and reasoning.
2. Nature and importance of critical thinking and reasoning
3. Relationship between critical thinking and reasoning.

#### UNIT II

1. Dispositions and **skills** towards critical thinking.
2. Training and **development** of critical thinking.
3. Why can good critical thinking be difficult?

**UNIT III**

1. Explaining reasoning: the classical approach and the new paradigm.
2. Logical reasoning and its types.
3. Role of the different types of reasoning in **problem solving**.

**UNIT IV**

1. Mini class **project** on the **applications** of critical thinking and reasoning.

**References:**

1. Cognitive Psychology (8th Edition) by Robert L. Solso, Otto H. MacLin, M. Kimberly MacLin
2. Farmer, T. A., & Matlin, M. W. (2019). *Cognition*.
3. Manktelow, K., & Galbraith, N. (2012). Thinking and Reasoning (1st ed.). Taylor and Francis. Retrieved from <https://www.perlego.com/book/2192385/thinking-and-reasoning-pdf> (Original work **published** 2012)

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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>FLA13002</b>	<b>Public Speaking and Presentation Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		1	0	1	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### Course Objectives:

1. Analyze verbal and nonverbal communication in your own and others' speeches that enhance or hinder clear communication.
2. Effectively deliver informative, extemporaneous, demonstrative, and persuasive speeches to small and big audiences
3. Employ the process of preparing, outlining, writing, delivering, recording, reviewing, and gathering feedback to improve your own speech performance through practice and refinement.

### Course Outcome:

CO1: **Applying** key public speaking knowledge and skills.

CO2: **Analyze** professional and peer speeches by applying what they learn about aspects of verbal and nonverbal communication.

CO3: **Review** barriers to clear communication and focus on elements which enhance clear communication in public speaking.

### Course Content:

#### Unit 1: Yourself and Public Space

##### Texts:

1. **“Home” Carson Ellis** <https://www.carsonellis.com/>

The class will be given a brief introduction to how to look at this painting. How are reading a book and reading a film a unique experience? Where we can place paintings here. The thought of black and white letters to a colorful frame.

They are asked to look at the painting and observe it and describe the painting by mentioning minute details. They are asked to try interpreting some they see in the painting. (150 words)

2. ***Just Walk on by Black Men and Public Space* by Brent Staples (1986).**

The class will read an article which will discuss identity in a broader sense. The students are during the discussion are supposed to share their individual opinions and experience once they are responding to ideas like Racial and ethnic discrimination

happening in public space. To deepen the **discussion** the class will watch few videos from YouTube.

3. <https://www.youtube.com/watch?v=POzOM0FT8IE> Branded by law:
4. <https://www.youtube.com/watch?v=xTQTcfk5Bmw> *The truth behind the TV show Cops* (2019) by Vox
5. <https://www.youtube.com/watch?v=JuwcKZghg8Y> *Racist Things People from the Northeast are Tired of Hearing* (2020) by The Quint

## Secondary Materials

1. *India's denotified tribes* (2016) by The Hindu
2. Classroom **discussion** and responding exercise:

The focal texts would be read by them and responding to few questions posed by the teacher. Following are the questions to which students would respond.

1. What argument is Staples making about identity?
2. What strategies and details does he use to strengthen and support his position?
3. Do you think this happens in your surroundings?
4. What aspect of your own identity most often defines you in the eyes of others in such way that it affects how they not only see but respond to?
5. How it is shaped the way you look at yourself? Have you experienced or seen similar incidents while you are moving around? **Understanding C**ommunication, Verbal and Non-verbal communication, Barriers of communication (Theoretical and classroom **discussion**).

## Unit 2: Placing as citizens/individuals

### Texts:

Where's Sandra (2006) Dir Paromita Vohra

<https://www.youtube.com/watch?v=ZnsAjSZSzUw>

The **concept of** woman in a public space, how the society end up creating stereotypes for women who are independent and outgoing into the public space. How the idea of labor and work creates a different image for women? Does the society look some employees and their profession as “specific kind”? **The discussion w**ill be covering their individual experiences focusing how gender functions in public space.

### **Speaking exercise:**

Explain one scene or shot in detail and find few ideas to see how it adds to your personal experience.

A Lover's Embrace – Suketu Mehta (1997) excerpted from 'Mumbai', Granta no.57, India: The Goden Jubilee.

The class will read the passage individually and respond to it. As the earlier text creates a space for placing students in the context of what is public space, the current text will be extending it. The students are encouraged to read and identify public space where people from diverse strata coming together and accepting the differences. Does the essay in anyway relatable to current time? How religion, class and caste diminish in a public transport? Do they? They are asked to specifically locate portions which substantiate this.

### Secondary Materials

<https://www.youtube.com/watch?v=FCyJ9WdSTxY> My First Train Journey

- Director's Cut (advertisement for Paper boat)

**Persuasive Speech:** 7–9-minute speech, in which you propose several practical solutions to a significant social problem. Six sources required. Classmates should evaluate your peer's persuasive speech and explain their log for marking. Teacher should initiate discussion on persuasion and public speaking.

### Unit 3: The Question of Choice

#### Texts:

#### 1. *The Road not Taken* by Robert Frost (1916)

<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>

#### 2. *Three Simple Statements* by Saadat Hasan Manto (1997)

#### Classroom discussion: Understanding

1. How easier is the process of choosing?
2. Did you find any change happening in the way you look at "choice"?
3. Does this process involve any complexities or is it a comparatively plain/straightforward act?

#### 3. Group discussion and presentation:

The class is divided into groups and are asked to find a musical piece. Each group can select two songs which have social, political and cultural significance and respond to it by introducing them to the class. It is not necessary that it should be released in any platforms. You can find songs which are not given tunes but existing in written format, explore all the possibilities. 15 min presentation for each group.

## Unit 4: Creating Perspective from Where You Belong.

### Texts:

#### 1. Don't Trust the Applause by Nisha Giridharan (2013)

[https://www.sciencemag.org/news/2013/06/dont-trust-applause / #ChangeTheClap](https://www.sciencemag.org/news/2013/06/dont-trust-applause/#ChangeTheClap) by

**We Are APTN (2017)** [https://www.youtube.com/watch?v=vGsNPHj\\_ZdA /](https://www.youtube.com/watch?v=vGsNPHj_ZdA/)

**Transgenders in Kochi Metro Work Force by Kerala Government**

<https://www.facebook.com/keralainformation/videos/1835019106817702/>

Show these videos and include a classroom discussion where individual students register their opinion for 5 minutes.

2. **Find meaning of these words-** gender, heteronormativity, queer, masculinity, LGBTQ+, womxn and womyn, Sze. You can use any resources to find the meaning. (Group activity and presentation)

#### 3. What's So Great About "Being a Man"? by The Swaddle

(2020)<https://www.youtube.com/watch?v=0S8v0A51HX>

U

Morreale, S. (2010). The competent public speaker. New York, NY: Peter Lang.

Jensen, K. & Williams, D. (1998). Teaching the honors public speaking course. Basic Communication Course Annual, 10(1), 133-157.

Lucas, S. E. (2012). The Art of Public Speaking. 11th edition. New York, NY: McGraw Hill

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

Examination Scheme:

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

Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

CO-PO  
Correlation

Correlation level 1, 2 and 3 as defined below:



“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlatio

FLA13003	Creativity and Technology	L	T	P	C
Version 1.0		1	0	1	2
Pre-requisites/Exposure					
Co-requisites	-				

### Course Objectives

1. To introduce the students to interdisciplinary aspects of creativity and technology.
2. To provide the students with technical skills required for creative problem solving.
3. To facilitate the making of social technocrats.
4. To critically analyze the concepts and theories of creative technology.

### Course Outcomes

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

- CO1. **Employ** and demonstrate the relevance of technology in the field of humanities.
- CO2. **Explain** the importance of design and creativity in efficient problem solving.
- CO3. **Identify** the problematic areas of the society and design solutions.

### Course Content

#### Unit I

Introduction:

Introduction to creativity, Types of creativity, meaning of technology, 'techne' and the Greek thought. Technological Determinism.

#### Unit II

Introduction to New Media, Culture in New Media, Audience and Spectacle, New Media Narratives

#### Unit III

Introduction to Digital Humanities, Gaming and theory, Electronic Literature

## Unit IV

Introduction to **Design** and **Development**, Storyboarding, Prototyping, HTML coding, Gaming with TWINE and Unity.

### Text and Reference Books:

1. John Adair. *The Art of Creative Thinking*. Kogan Page. 2009
2. N. Katherine Hayles. *Electronic Literature: New Horizons for the Literary*. University of Notre Dame Press. 2008
3. Pramod. K. Nayar. *An Introduction to New Media and Cybercultures*. Wiley Blackwell.2010
4. Adam Hammond. *Literature in the Digital Age:An Introduction*. Cambridge University Press, 2016.
5. Prof. Satish Jain and M.Geetha Iyer. *Web Designing and Publishing*. BPB Publications. 2020.

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

Components	Mid Term	Continuous Assessment	End Term
Weightage (%)	20	30	40

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3

**CO-PO  
Correlation Matrix:**

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA13004	Unsung and Unknown Art and Craft of West Bengal	L	T	P	C
Version 1.0		0	1	1	2
Pre-requisites/Exposure	None				
Co-requisites	-				

## Course Objectives

1. To generate the basic idea of art in Bengal.
2. To practice the application of art and craft.
3. To apply theoretical knowledge in practical projects.
4. To develop the idea of Tradition, Culture, Folk and their relation with society.
5. To understand the importance of Culture Studies.

## Course Outcomes

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

CO1. Classify the Elements, Tools & Methods of lesser-known arts in Bengal.

CO2. Apply the Fundamentals of art and craft.

CO3. Analyze the analysis of the relation between art and society.

## Course Content:

### UNIT 1: Introduction to Arts and Crafts of Bengal

1. Tradition of Art and Craft – History, evolution, Philosophy.
2. Understanding of various Arts 1 – Performing Arts (Music, Dance, Drama, Kathakata)
3. Understanding of various Arts 2 – Fine Arts (Patachitra, Scroll painting, Pottery, Alpona, Wall Art, Putul)

### UNIT 2: Understanding Crafts of Bengal

1. Dokra, Batik, Weaving (Clothing and household), Copper, Kantha, Jute
2. Terracotta, Mask, Conch Shell, Shola, Bamboo, Leather, Horns
3. Culinary culture

### UNIT 3: Practical

1. Art related fieldwork and project
2. Craft related fieldwork and project
3. Workshop with resource person

### UNIT 4: DIY

1. Assignments
2. Presentation
3. Pick your own form.

Modes of Evaluation: Quiz/ Assignment/ Presentation/ Extempore/ Written Examination

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>DS11001</b>	<b>DESIGN THINKING</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>Pre-requisites/Exposure</b>	Knowledge of analyzing society problems and product usage problems and a zeal to improve the current situation, in addition to knowing to using laptop/computers, internet, social media interaction, file sharing and uploading, email and communication etiquettes.				
<b>Co-requisites</b>	--				

### Course Objectives

1. To enable students to acquire knowledge, imagination and be more assertive on opinions on problems in society.
2. To enable students to learn basics of research, data collection, analysis, brainstorming to find solutions to issues.
3. To make them understand Design Thinking methodologies to problems in the field of study and other areas as well.
4. To help students to understand future Engineering positions with scope of understanding dynamics of working between inter departments of a typical OEM.

### Course Outcomes

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

- CO1. Examine design thinking concepts and principles
- CO2. Apply the methods, processes, and tools of design thinking
- CO3. Analyze the role of primary and secondary research in the discovery stage of design thinking

### Course Content

#### UNIT I: What is Design Thinking

Designers seek to transform problems into opportunities. Through collaboration, teamwork, and creativity, they investigate user needs and desires on the way to developing human-centered products and/or services. This approach is at the very heart of design thinking.

#### UNIT II: The Design Thinking Model

A tool that helps guide you along a design thinking path. The model does this by providing a series of activities that will help you effectively design a product, service or solution to a user's needs. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

#### UNIT III: Phase 1: Discover

Begin the design thinking process with the Discover phase, where you will identify the specific problem your design is intended to solve, as well as important usability aspects from those who will use your design. Discovery can be performed through a variety of different research methods

### UNIT IV: Phase 2: Define

In the Define phase, you come to understand the problem. We often refer to this as framing the problem. You can do this by using a variety of tools, including storytelling, storyboarding, customer journey maps, personas, scenarios, and more.

### UNIT V: Phase 3: Develop

Turn your attention to solving the problem. In this phase you brainstorm custom creative solutions to the problems previously identified and framed. To do this, you conceptualize in any way that helps, putting ideas on paper, on a computer, or anywhere whereby they can be considered and discussed.

### UNIT VI: Phase 4: Deliver

This phase is all about testing and building concepts. Here you take all of the ideas that have been discussed to this point and bring them a little closer to reality by building a concept; something that makes it easier for a user to experience a design. This concept is referred to as a prototype.

### UNIT VII: Phase 5: Iterate

You will test the prototype of your design solution, collecting and acting on feedback received. These actions may mean minor or major revisions to your design, and are repeated as often as necessary until a solution is reached. Tools such as focus groups and questionnaires are used to help you collect feedback that can help with your final design.

### UNIT VIII: Beyond Design Thinking

The Design Thinking Model is a tool that helps guide you along a design thinking path. The model does this by providing a series of activities that that will help you effectively design a product, service or solution to a user's need. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

### Text Books

1. All the references are available to download in the online course.

### Reference Books

1. Brown, Tim. "What We Can Learn from Barn Raisers." Design Thinking: Thoughts by Tim Brown. Design Thinking, 16 January 2015. Web. 9 July 2015.
2. Knapp, Jake. "The 8 Steps to Creating a Great Storyboard." Co.Design. Fast Company & Inc., 21 Dec. 2013. Web. 9 July 2015.
3. van der Lelie, Corrie. "The Value of Storyboards in the Product Design Process." Journal of Personal and Ubiquitous Computing 10.203 (2006): 159–162. Web. 9 July 2015. [PDF].
4. Millenson, Alisson. "Design Research 101: Prototyping Your Service with a Storyboard." Peer Insight. Peer Insight, 31 May 2013. Web. 9 July 2015.



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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA13005	INTRODUCTION TO DATA ANALYSIS	L	T	P	C
Version 1.0	Contact Hours - 45	2	0	1	3
Pre-requisites/Exposure	Introduction to data analysis and interpretation				
Co-requisites	--				

### Course Objectives:

1. To impart knowledge and develop skills on different forms of data.
2. To introduce data collection methods and data analysis tools.
3. To learn how to apply statistical tools for data analysis.
4. To understand the importance of data analysis for research.

### Course Outcomes

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

CO1: **Construct** the statistical analysis base required for research about any social issue.

CO2: **Illustrate** skills regarding primary and secondary data collection required for research.

CO3: **Identify** different tools of data interpretation and analysis

### Course Content

#### UNIT I

1. Introduction and Understanding of Data -Primary, Secondar
2. Data Collection, Data Storage and Data Processin
3. Techniques of Data Collection:
  - Questionnaire and Interview Schedule
  - Observation
  - Case study
  - Content Analysis

#### UNIT II

1. Societal Impacts
  - Data Protection
  - Cyber Crime
  - Impact on Health

2. Indian Information Technology Acts (IT Act 2000, 2008)
3. Ethical issues and data management

### UNIT III

1. Types of Data Analysis  
Descriptive analysis  
Exploratory analysis
2. Statistical Techniques for Data Processing- (Measures of Central Tendency- Mean, Median and Mode).
3. Introduction to SPSS and MS-Excel

### UNIT IV

1. Emerging Trends: Social media and digital space
2. Big Data and Google Analytics
3. Group Project

#### Suggested Readings:

1. Blalock. Social Statistics McGraw Hill Series in Sociology 2<sup>nd</sup> Edition. Delhi:1979
  2. Elifson and others. Fundamentals of Social Statistics (Chs. 1-8) Mc Graw Hill Delhi:1990
  3. R Mark Sirkin. Statistics for the Social Science 3<sup>rd</sup> Edition Sage Publications. London:2005
  4. S. Landau and S. Everitt, A handbook of Statistical analysis using SPSS, Chapman and Hall/CRC, 2004
  5. Arthur Aron and Eliot Coups. Statistics for the Behavioural and Social Sciences: A brief Course 5<sup>th</sup> Edition. Pearson Publisher. 2010.
  6. Levin, Jack and James A.F Elementary Statistics in Social Research. Pearson Publisher. 2006.
  7. Babbie, E. 2004. The Practice of Social Research. Thomson and Wadsworth.
  7. Baker, T.L. 1990. Doing Social Research. McGraw-Hill.
  8. F.G. 2007.Methods of Social Research. Free Press
  9. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11- 70
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  11. Ganis, Matthew and Kohirkar, Avinash, *Social Media Analytics*, Pearson Education India (2016), 304 pages, ISBN-10 : 9789332578463, ISBN-13 : 978-9332578463
  12. Hurwitz, Judith; Nugent, Alan; Halper, Fern; Kaufman, Marcia, Big Data for Dummies, Wiley (2013), 336 pages, ISBN-10 : 9788126543281, ISBN-13 : 978-8126543281
- Kelsey, Todd, Introduction to Google Analytics: A Guide for Absolute Beginners,

APress (2017), 141 Pages, ISBN-10 : 9781484228289, ISBN-13 : 978-1484228289

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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	-	3	3	3	2	2	1	-
CO 2	3	3	2	-	3	2	1	3	3	1	3	-
CO 3	2	3	3	-	1	3	3	3	2	1	-	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA13017	<b>Science, Technology and Society</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		2		1	3
<b>Pre-requisites/Exposure</b>	Higher Secondary				
<b>Co-requisites</b>	Basic knowledge of Science and Society				

### Course Objectives:

1. To introduce the students to the studies in science and technology and the foundational literature in the discipline of science and technology
2. To elucidate the presented narrative of technology as a major force in social transformation.
3. To introduce the students to the social shaping and construction of scientific knowledge and technology.
4. To equip the students with major sociological **debates on** science and technology.

### Course Outcome:

**CO1: Review** the process of innovation and production of technology from a sociological perspective.

**CO2: Evaluate** the material production of technology with that of the social and cultural context.

**CO3: Order** an interdisciplinary understanding **of** science, scientific knowledge and technological production.

### Course Content

#### Unit I: *People*

1. Conventional Agriculture,
2. Smart agriculture and IoT **application**
3. Education
4. Public health
5. Balanced diet
6. Probiotics and prebiotics Practice
7. Measure soil moisture level Practice
8. **Assignment on** health/education-related issues

#### Unit II: *Planet*

9. Composition of Atmosphere and different layers.
10. Sources of environmental pollution, Global Warming and its impact
11. Marine Ecosystems,
12. Marine flora and fauna

13. **Concept** of Biosphere,
14. Ecosystem functions,
15. Food chain and food web.

Practice 1: Identify different plants with medicinal values

### **Unit III: *Outcomes***

16. Garden City movement,
17. Urban Green belt,
18. Smart city: Indian case studies.
19. Circular economy
20. Gender equality
21. Current water, energy and Food consumption status;
22. Requirement of responsible consumption;
23. Sustainable **Development** Goals: An

**Overview** Practice 2: Activity related to any one SDG

### **Unit IV: *Enablers***

24. Conventional energy sources,
25. Renewable Energy sources
26. Green Energy
  
27. E-vehicles in the Indian context
  
28. Economic growth: different indicators
29. Effect of water contaminants on human health
30. **Techniques** to purify water
31. Rainwater Harvesting Practice 3. Use of solar panels

Practice 6. Activity on water treatment

### **Texts and References**

1. B. Barnes and D. Edge (eds.), Science in Context: Readings in the Sociology of Science, The Open University Press, 1983.
2. G. Basalla, The Evolution of Technology, Cambridge University Press, 1988.
3. C.A. Alvares, Homo Faber: Technology and Culture in India, China and the West, 1500 to the Present Day, Allied **Publishers**, 1979.
4. A.F. Chalmers, What is this Thing called Science?, The Open University Press, 1980.
5. R. MacLeod and D. Kumar (eds.), Technology and the Raj: Western Technology and Technical Transfers to India, Oxford University Press, 1995.
6. I. Hacking, The Social Construction of What?, Harvard University Press, 2001.
7. E.J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008
8. J.R. Kloppenberg Jr., First the Seed: The Political Economy of Plant Biotechnology, 1492- 2000, The Macmillan Press, 1988.
9. D. Lyon, Information Society: Issues and Illusions, Polity Press, 1988.
10. D. MacKenzie and J. Wajcman (eds.), The Social Shaping of Technology, The Open

University Press, 1999.

11. H. Rose and S. Rose, *The Political Economy of Science: Ideology of/in the Natural Sciences*, The Macmillan Press Ltd., 1976.
12. W. Bijker, T.P Hughes and T. Pinch (eds.), *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, The MIT Press, 1989.

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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA13016	Media, Communication and Culture	L	T	P	C
Version 1.0		2	0	1	3
Pre-requisites/Exposure					
Co-requisites	-				

### Course Objectives

1. To generate the basic idea of media.
2. To apply the knowledge in the study of understanding culture.
3. To create effective communication in various fields.
4. To understand the relation between liberal arts and media.

### Course Outcomes

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

- CO1. Justify the Elements, Tools & Methods of media.
- CO2. Construct their own analysis on media, communication and society.
- CO3. Review the skills to understand a multicultural society.

### Course Content

#### Unit- 1- Media

1. Introduction to Media
2. Media- Types of Media, Mass Media- The Fourth Pillar of Democracy, Introduction to Mass Media, New Media and Folk Media, Media Literacy
3. Role of Media in Society
4. Normative theories: Social Responsibility and Democratic Participant media theories; Denis' McQuail's 4 theories of Communication, Mc Quail's 4 Models of Communication
5. Media and Liberal Arts
6. Post Globalization and New Medi
7. Globalization, Foreign Direct Investment (IDP), Information Communication Technology (ICT), Newmedia and Metaverse- Blogging, SEO, Hashta



## Unit 2- Communication

### 1. Introduction to Communication

*Definition of Communication, Types of communication*

*Barriers to communication, 7 Cs of communication, Role of communication socialization, Difference between Journalism and Mass Communication.*

### 2. Soft Skills

Theories and Models of Communication

*Aristotle's Model – Lasswell's Model – Shannon and Weaver Model – Osgood's Model. Advertising-Diversity of Personal Selling – AIDA Theory in Selling; Public Relations: Types of Public by Grunig, defining corporate identity, Integrating corporate identity into communication process.*

### 3. Communication and Society

*Interactive Theory: One-Step Flow – Two-Step Flow (Opinion Leaders) – Multi-Step Flow – Relevance of Communication Theories to Practice – Persuasion – Perception – Diffusion of Innovations – Social Learning – Participatory Communication.*

## Unit 3- Society and Culture

### 1. Introduction to Culture

*Culture- Ideology, Popular Culture, Mass Culture, Colonialism, Post Colonialism, Marxism, Structuralism, Post Structuralism; Modernism, Post Modernism; Gender, Sexuality, Race- Racism-Representation.*

### 2. Media and Development Communication

*Development Dichotomies – Gap between Developed Societies and Developing Societies – Third World Countries – Growth v/s Development, UN Millennial Development goals and Sustainable Development Goals, Role of Folk Media in Development Communication.*

### 3. Case Studies

### 4. Writing for Media

## Unit 4- Practical

1. Script Writing
2. Anchoring and News Reading
3. Photography and Videography
4. Documentary Film

**Reference Books:**

1. Baran, S. J., Davis, D. K., & Striby, K. (2012). *Mass communication theory: Foundations, ferment, and future*.
2. Fiske, J. (2010). *Introduction to communication studies*. Routledge.
3. Srinivas R Melkote, H Leslie Steeves (2001) *Communication for Development in the ThirdWorld: Theory and Practice for Empowerment* Sage publications.
4. McQuail, D. (2010). *McQuail's mass communication theory*. Sage publications.
5. Storey, J. (2018). *Cultural theory and popular culture: An introduction*. Routledge.

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

Examination Scheme:

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11011	<b>Diversity and Inclusion</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	-				
<b>Co-requisites</b>	-				

### Course Objective

1. To introduce students to the ideas of social diversity, marginality and inclusion.
2. To **develop** in the students an understanding of social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
3. To generate in the students an awareness regarding the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
4. To inform the students about the existing Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

### COURSE OUTCOME

- CO1: **Explain** the ideas of social diversity, marginality and inclusion.
- CO2: **Review** and **evaluate** social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- CO3: **Identify** the Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

### Course Content

#### Unit 1: Introduction to the **Concepts**

Diversity, Marginality and Inclusion.

Intersectionality

Discrimination/Protective Discrimination

Equity.

Social Justice

## Accessibility

## Unit 2: Communal Discriminations

Race.

Caste/Untouchability.

Religion (Education).

Language.

## Unit 3: The Subalterns

Marxist idea of Class.

Economic Approach or Communist Legal Theory

## Unit 4: Marginal Identities

Gender and Sexuality.

Physical and Psycho-social Disability.

Indigeneity (Education).

## Suggested Readings

1. *Orality and Language*. Eds. G.N. Devy and Geoffrey V. Davis. Routledge. Taylor and Francis Group. London and New York, 2021 (Introduction)
2. *Language and Culture on the Margins: Global/Local Interactions*. Edited by Sjaak Kroon and Jos Swanenberg. Routledge. 2018 (Introduction)
3. Tiwari, Badri Narayan. *The Making of the Dalit Public in North India: Uttar Pradesh, 1950-Present*. Oxford University Press. 2011. (Excerpts).
4. *Sensitisation Unit For The Judiciary On Lgbtiqa+ Communit*. e-Committee, Supreme Court of India November 2022 (selections).
5. "Tribes as Indigenous People of India". Author(s): Virginius Xaxa Source: Economic and Political Weekly, Dec. 18-24, 1999, Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595
6. Caste and Race: Discrimination Based on Descent. EPW Engage, 20 August 2021. <https://www.epw.in/engage/article/caste-and-race-discrimination-based-descent>
7. The Annihilation of Caste by B.R.Ambedkar. Introduction by Arundhati Ghosh. Navayana Edition.
8. Excerpts from J.K. Das, *Human Rights Law and Practice* (PHI Learning Private Limited, Delhi, 2022).
9. Excerpts from *Rethinking Disability in India*. Anita Ghai. Routledge. 2015
10. Marx's Theory of Social Class and Class Structure.

<https://uregina.ca/~gingrich/s28f99.htm> Center for Intersectional Justice.  
<https://www.intersectionaljustice.org/what-is-intersectionality>

### **Movie and Performance Screening (Selected from the List)**

Jai Bhim Comrade by Anand Patwardhan  
 Chipko Movement by Sundarlal Bahuguna from the Prasar Bharati Archives  
 Beyond The Blues by Debaleena Majumdar  
 Aakrosh by Shyam Benegal  
 Shahid by Hansal Mehta  
 Court by Chaitanya Tamhane  
 Milk by Gus Van Sant  
 Rainbow Jelly by Soukrya Ghoshal

### **Literary Texts/ Graphic Narratives (Selected from the List)**

Draupadi by Mahashweta Devi  
 – Selections from "Monologues: lesbian Narratives of Bangladesh and West Bengal "  
 Edited by Minakashi Sanyal Malobika and Sumita Beethi.  
 Selections from Bhimayana by Subhash Vyam and S. Anand  
 Selections from Fun Home by Alison Bechdel  
 The Morality play of the Blind and the Cripple by Dario Fo.

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11012	<b>Human Rights and Legal Awareness</b>	L	T	P	C
□ Version 1.0	CONTACT HOUR--45	2	1	0	3
Pre-requisites/Exposure					
Co-requisites	--				

### Course objectives:

1. To **develop** in students the **conceptual**, philosophical, theoretical and **historical aspects** of human rights and duties.
2. To **focus on the normative and institutional aspects of human rights and duties against the backdrop of society in India.**
3. To **develop** basic legal awareness among the students of this course.

### Course Outcomes:

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

CO1. **Compute** the nature and **concept** of Human Rights.

CO2. **Identify** the rights and duties of an Indian citizen.

CO3. **Sketch** the **concepts** of International human rights.

CO4. **Solve** key **skills** in the **application** of human rights to their **research.**

### Course Content

#### Unit I:

Theoretical Foundations of Human Rights Law

1. Definition of Human Rights
2. **Development** of International Human Rights Law
3. **Development** of Human Rights Law in India



**Unit II:**

Human Rights and Indian Constitution

Enforcement of Human Rights in India/ Rights under Indian Constitution

1. Right to Equality and Non-Discrimination
2. Right to Life
3. Right to Die
4. Right to Privacy
5. Right to freedom of speech and expression

**Unit III:**

Human Rights and Protection of Environment:

Protection of environment and human rights; Human Rights and Sustainable **Development**-  
Precautionary Principle, Polluter Pays Principle

**Unit IV:**

Human Rights Law and Protection of Vulnerable communities:

Protection of women under International Human Rights Law and Constitution of India.

Protection of children under International Human Rights Law and Indian Constitution.

Protection of persons with disabilities under International Human Rights law and Indian constitution.

**Case laws**

AK Gopalan Vs State of Madras AIR 1950 SC 27

Maneka Gandhi Vs Union of India AIR 1978 SC 597

Vineet Narain Vs Union of India 1 SCC 226

Kharak Singh Vs State of Uttar Pradesh 1963 AIR 1295

Sunil Batra Vs Delhi Administration [576 H-577 A] 10.

Pramanada Katara Vs Union of India 1989 AIR 2039

Chameli Singh Vs State of Uttar Pradesh AIR 1996 SC 1051

Vishakha Vs State of Rajasthan AIR 1997 SC 3011

Shayara Bano Vs Union of India AIR 2017 SC 4609

Indian Young Lawyer's Association Vs State of Kerala (2019) SCC 1

Joseph Shine Vs. Union of India AIR 2018 SC 4898

**References:**

1. Kashyap, Lina D., "The Persons with Disabilities Bill, 1994," 56, Indian Journal of Social Work (1995), pp. 257-258.
2. Kashyap, Subhas C. (Ed.), The Framing of India's Constitution: A Study (Universal Publishing Co., Delhi, 2004)
3. Kayess, R. and French, P., "Out of Darkness into Light? Introducing the Convention on the Rights of Persons with Disabilities," 8 (1), Human Rights Law Review (2008), pp.1-34.
4. Kelly, Joan B., "The Determination of Child Custody," 4 (1), The Future of Children (1994), pp. 121-142
5. Kane, Pandurang Vaman, History of Dharmasastra, (Bhandarkar Oriental Research Institute, 1962).
6. Jain, M.P., Indian Constitutional Law (Wadhawa and Company, Nagpur, 2007).  
Jain, S.N., Child and the Law (N.M. Tripathi, Bombay, 1979).
7. Jain, Saurabh, "Effectiveness of the Indian Disability Law to Enforce Human Rights of Persons with Disabilities," 91, All Indian Reporter (Journal, 2004), pp. 118-127.

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11013	BASICS OF FINANCE AND ACCOUNTING	L	T	P	C
		3	0	0	3
Pre-requisites/Exposure	-				
Co-requisites	-				

### Course Objective:

1. To understand the meaning and basic concepts of financial accounting.
2. To have a better understanding of financial and accounting transactions.
3. To acquaint with process of finalization of accounts including error rectification
4. To develop reasonable grip over depreciation accounting in business.

### Course Outcome:

At the end of this course the student will able to:

CO1: Design various theoretical concepts of Financial Accounting.

CO2: Compute the rules of recording financial transactions.

CO3: Calculate the ability to classify transactions

### Course Content:

#### Unit 1: Meaning and Scope of Accounting

Meaning and definition of accounting; Objectives of accounting.

Need and development of business accounting.

Branches of accounting.

#### Unit 2: Basic Concepts and Conventions

Consistency, Prudence, Conservatism, Money measurement, Materiality and full disclosures, Cost of Goods Sold.

Debits & Credits; Accounts Receivable & Accounts Payable; Capital; Depreciation; Equity, Expenses.

### Unit 3: Basics of Accounting and Finance

**Concept** of Accounts, Classification of Accounts, Golden Rule

Process of recording transactions in the books of Accounts

Journal, Ledger, Trial Balance, Cash Book.

### Unit 4: Basic Accounting for Business

Types of Business organization

Importance of Finance in Business

Opening a Bank Account; Tracking Income Expenses Assets Liabilities

### Suggested Readings:

1. Anthony, RN. and Reece. J.S.: Accounting Principles: Richard Irwin Inc.
2. Gupta. R.L.and Radhaswamy. M: Financial Accounting; Sultan Chand and Sons, New Delhi.
3. Monga J.R., Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back. Nokia.
4. Shukla. M.C., Grewal T.S., and Gupta, S.C.: Advanced Accounts: S. Chand & Co. New Delhi.
5. Compendium of Statement and Standards of Accounting : The Institute of Chartered Accountants of India, New Delhi.

Mode of Evaluation: **Assignments, Projects, Presentations** and End Term Examination.

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

PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

CO-

**Correlation Matrix:**

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>EIC11001</b>	<b>Venture Ideation</b>	L	T	P	C
<b>Version 2.0</b>		2	0	0	2
<b>Pre-requisites/Exposure</b>	Basic knowledge of English and computer applications such as Internet Explorer and MS Office				
<b>Co-requisites</b>	--				

### Course Objectives:

1. To help the students understand the way to be an Entrepreneur
2. To identify the right business opportunity
3. To empower students to perform a technical feasibility study and thereby developing a prototype
4. To help students in identifying their customers using primary and secondary research methods.
5. Expose students to various factors of market and competition with the help of market feasibility study, forecasting techniques, business model canvas and insights about financial statements.
6. To prepare students with finalizing their entrepreneurial Portfolio

### Course Outcomes:

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

- CO1. **Apply** resources, research and tools for Entrepreneurial ventures
- CO2. **Analyze** and **apply** opportunity identification techniques, feasibility terminology, processes and models
- CO3. **Design** Ideation and planning documents for entrepreneurial venture

### Course Description:

Over the last decade, the core of our economy has been transitioning from one of industrial might, large monolithic corporations and mass production towards one of networks, flexible enterprises comprising many smaller units and unique value. This new economy is based on innovation originating in creativity and design; it is also disrupting long-standing and established employment patterns and bringing to the fore the importance of entrepreneurship. This core unit will bring together creativity, design and entrepreneurship at the conceptual and more practical level. It aims to explore the nature, determinants and consequences of creativity, design and entrepreneurship as well as the interaction between them.

### Course Content

#### Unit 1. Introduction

Preview of the Course, Introduction to the Course, Guest Lecture with U.S. Secretary of Commerce Penny Pritzker – Meaning of Innovation, Entrepreneurial opportunities, Factors influencing the feasibility of an innovation, Innovation strategy: technology-push or market-pull, Product-market fit, How to develop a business model, Walkthrough of the business model canvas, Welcome to Innovation for Entrepreneurs: From Idea to Marketplace.

#### Unit 2. Customer Discovery and Validation

Customer types, Customer archetypes, Customer segments and business models, Customer segments,

value propositions, product features, value mapping, interviewing customers, insights of your customers.

### Unit 3: Product Understanding and Marketing.

Customer value, The DNA of customer-centricity, Crossing the chasm, Qualitative and quantitative marketing research, importance and methods of market segmentation, Focusing on the target market, Beyond the chasm, Strategic implications of beyond the chasm, E-commerce: The internet as a selling platform.

### Unit 4. Prototyping and Testing.

Planning for prototyping, Rapid prototyping and development, Lean startup MVPs, Choosing a wireframing/ UX prototyping tool, Anatomy of an experience map, What you'll learn from user testing, Analytics and insight, Troubleshooting your customer discovery, Levels of a product/service.

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

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

#### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation



<b>EVS11113</b>	<b>Environmental Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 30</b>	2	0	0	2
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

1. To impart basic knowledge about the environment and its problem.
2. To create awareness and concern about environmental resources protection.
3. To feel connected to the intrinsic relation between humans and the environment, our position in the ecosystem around us.
4. To make the students familiar with the good civic practices and policies pertaining to the environment.
5. Understanding the multidimensional complex nature of environmental problems and policies.
6. To motivate students for active participation in minimizing the environmental damage caused due to our action.

### Course Outcomes:

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

CO1: **Propose** the intrinsic relationship between humans and the environment, our position in the ecosystem around us, and the importance of biodiversity.

CO2: **Infer** the presence of various pollutants, their significance, and impacts, and **develop** the underlying **concepts** involved in various air pollution prevention and mitigation measures.

CO3: **Verify** the legal framework in our country for safeguarding the environment including pollution prevention, control, management, and wildlife management.

### Course Description:

We can survive without everything except food, which includes fuel and other nutrients and oxygen. For these two basic requirements, we must depend on our environment. But, over exploitation of resources, polluting the media around us, has resulted in environmental backlashes of both global and local scales. We are going through the sixth mass extinction event, the Holocene Extinction, which makes studying this subject as a compulsory course even more relevant, to **develop** the students into responsible citizens of the future.

### Detailed syllabus:

#### Unit I : Resources

Renewable and non-renewable resources; Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people, Water

resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems, Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies, Land resources: Land as a resource, land degradation, soil erosion and desertification, Energy Resources: renewable and nonrenewable energy resources, fossil fuel types and their environmental impact, solar, wind, hydropower, biomass energy and geothermal energy

## Unit II: Ecosystems & Biodiversity

**Concept** of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Food chains, food webs and ecological pyramids, Energy Flow

Levels of Biodiversity: genetic, species and ecosystem diversity, Values of biodiversity, India as a mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity, In-situ and Ex-situ conservation of Biodiversity

## Unit III: Environmental Pollution

Environmental pollution: types, causes, effects and controls; Air, water and noise pollution, Pollution case studies

## Unit IV: Environmental issues and policies

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Human population growth: Impacts on environment, human health and welfare. Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Sustainable development, Water conservation, rainwater harvesting, watershed management; its problems and concerns. Environmental communication and public awareness, case studies; Swachh Bharat Mission

### Text Books:

1. Principles of Environmental Science, 4th edition by Cunningham.
2. W.P. and Cunningham, M.A. (2002), Tata McGraw-Hill Publishing Company, New Delhi 2.
3. Basic Environmental Engineering & Elementary Biology by Monidranath Patra and Rahul Kumar Singha, Aryan Publishing house
4. Introduction to Environmental Engineering and Science, by Masters, G.M., Prentice Hall of India, Second Indian Reprint.

### Reference Books:

1. 1 Wastewater Engineering: Treatment and Reuse, 4th Edition, Metcalf and Eddy, Inc. McGraw-Hill, Inc., New York, 2002 2 Environmental Engineering”,
2. Howard S. Peavy, Donald R. Rowe and George Tchobanoglous, McGraw-Hill Education (India) Private Limited, New Delhi 3 Introduction to Environmental Engineering, 2nd Ed. by Davis, M. L. and Cornwell D. A. McGraw Hill, Singapore. 4 Environmental Sciences: The Environment and Human Impact by Jackson, A.R.W. and Jackson, J.M., , Longman Publishers

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

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

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

FLA11009	FRENCH LANGUAGE	L	T	P	C
		0	0	0	0
Pre-requisites/Exposure	N/A				
Co-requisites	N/A				

### Course Objectives:

1. To provide the ability to **speak** in French and to comprehend any French **writing** of A1 level.
2. To make students enable to get the French accents and **apply** the same while **speaking**.
3. To **develop** **understanding** of basic **concepts** of French grammar and **write** small paragraph and conversation.

### Course Outcome:

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

CO1: **Rank** basics **understanding of** the language

CO2: **Illustrate** language **skills** for basic communication

CO3: **Outline** avenues and interest in the foreign language.

### Course Description:

The course provides an **understanding** of one of an important international language. This course provides a peek into the culture, **Language speaking world**. Students will **develop** a **skill**

and ability to communicate in real life situations by acquiring reading, **writing**, listening and **speaking skills**.

### Course Content

#### Unit :1 : Le Français communicatif

##### 1.1 L'arbre généalogique

1.2 La salle de classe

1.3 A la maison

### **Unit :2 : La grammaire française**

2.1 Les adjectifs, Le futur proche, Le passé récent

2.2 Les prépositions, Les verbes pronominaux

2.3 Verbe en « RE », irrégulier : Faire, Prendre, Mettre, Lire, Venir, Tenir, Voir, Boire, Savoir, Connaître, écrire

### **Unit :3 : La civilisation française**

3.1 Le marché de France : Les boutiques spécialisées

3.2 Les fêtes, Les sports, Les journaux

3.3 Les chaînes télévisées

### **Unit :4 : La traduction et la rédaction**

4.1 La traduction (Anglais □ Français), (Anglais → Français )

4.2 La compréhension écrite

4.3 La rédaction sur « Ma vie quotidienne »

### **Suggested Readings:**

1. Édito 1, Marion Alcaraz, Céline Braud, Aurélien Calvez
2. Apprenons le français 1, 2,3,4 – Mahitha Ranjit & Monica Singh
3. A Propos- 1, Christine Andant, Catherine Metton, Annabelle Nachon, Fabienne
4. Entreprise : Langers International Pvt Ltd, Sushant Kumar Mishra, Sriniket Kumar Mishra, Emilie Bourdoncle
5. Modern French Course, Dondo Mathurin, Mathurin Marius Dondo
6. Le Nouveau Sans Frontières- 1, Philippe Dominique, Jacky Girardet
7. Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor
8. Vite et Bien, Claire Miquel
9. Echo 1, Marion Alcaraz, Céline Braud, Aurélien Calvez
10. Le Nouveau Sans Frontières- 2, Philippe Dominique, Jacky Girardet, Michel Verdelhan

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

Examination Scheme:

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

PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1

CO-

Correlation Matrix:

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

### SEMESTER III

ENG11002	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

#### Course Objectives:

1. Acquaint students with the origin of English Literature.
2. Acquaint students with the socio-political background of the time to understand its influence on the construction of the Renaissance texts.
3. Introduce students aware of the different forms of Renaissance movement.
4. Introduce students aware of the philosophical ideas influencing the thought process of the times.

#### Course Outcomes

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

- CO1. **Classify** the origin of English Literature.
- CO2. **Review** the socio-political background of the time and how it influences the construction of the Renaissance texts.
- CO3. **Test** the different forms of Renaissance movement.
- CO4. **Identify** the philosophical ideas influencing the thought process of the times.

#### Course Description:

The Renaissance shapes the humanist subject. Man's position amid the universe constructs the discourses of knowledge in the future. Hence, understanding the events leading to such an event becomes integral in understanding the human subject. Furthermore, literature traces the evolution and scepticism of the human subject and thus this point of origin becomes the cornerstone of English Literature.

**Learning** the ideas proposed by key thinkers of the Renaissance, the position of religion, politics and man will be of significance. The feudal society **and the problems associated** with such a system will be studied. Students are expected to construct bridges between the philosophy of the times and literature of the period. Students shall explore how literature traces the socio-political concerns of the times. Class participation is key, and it will fetch added marks for the students. Furthermore, the course also requires the student to **learn** and improve the **skill** of **academic writing**.

**Course Content:****Unit I:**

Background

Medieval to Renaissance society, culture and poetry— Renaissance Humanism -Court and City — Secular life— and Political Thought — religious formulations — Elizabethan Lyric Tradition and *Tottel's Miscellany*— stage, performance and drama.

**Unit II:**

Chaucer: Excerpts from “The General Prologue” to *The Canterbury Tales*

**Unit III:**

Edmund Spenser Selections from *Amoretti*: Sonnet LXVII “Like as a huntsman...”/ Sonnet LVII “Sweet warrior...”/ Sonnet LXXV “One day I wrote her name...”

William Shakespeare: “Sonnet 18”

Philip Sidney: *Astrophel and Stella*, Sonnet 1 “Loving in truth...”

John Donne: “The Sunne Rising”/ “The Good Morrow”/, “Valediction: forbidding mourning”

Andrew Marvell: “To His Coy Mistress”

**Unit IV:**

Christopher Marlowe: *Tambourline Part I/Edward II*

William Shakespeare: *Macbeth/ The Merchant of Venice/ Julius Caesar*

**Text Books and References:**

1. Macbeth. William Shakespeare. Worldview.
2. Sonnet Sequences and Social Distinction in Renaissance England. Christopher Warley. 2005.
3. English Social and Cultural History: An Introductory Guide and Glossary by Bibhash Choudhury.
4. Arts and Humanities Through the Eras: Renaissance Europe 1300-1600.
5. Macbeth. William Shakespeare. Worldview.
6. J.W. Lever. *The Elizabethan Love Sonnet*. Barnes and Noble Books.
7. Peter Jones. *Shakespeare: The Sonnets (Casebook)*. Macmillan Publishers.
8. Geoffrey Chaucer. *Canterbury Tales*. Penguin.
9. Edmund Spenser. *Collected Poems*. Penguin.
10. F.T. Palgrave. *The Golden Treasury*. Palgrave Macmillan
11. Helen Gardner. *The Metaphysical Poets*. Penguin edition.
12. Christopher Marlowe. *Tambourline*. Wordsworth.
13. Christopher Marlowe. *Edward II*. Bookway.
14. William Shakespeare. *Macbeth*. Arden.
15. William Shakespeare. *The Merchant of Venice*. Arden.
16. William Shakespeare. *Julius Caesar*. Arden.



Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam  
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	CO-
CO 1	3	3	2	1	3	2	1	3	3	-	-	2	Correlation Matrix:
CO 2	3	2	3	-	3	3	2	3	3	2	1	-	
CO 3	2	3	3	1	-	3	3	3	2	-	1	3	
CO 4	1	3	2	3	2	1	-	3	3	-	3	1	

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG11011	European Classical Literature	L	T	P	C
Version 1.0		3	1	0	4
Pre- requisites/Exposure	Detailed Knowledge of Classical Tradition				
Co-requisites	-				

### Course Objectives:

1. To introduce the students to a detailed understanding of the socio-economic and political background of the European Classical period.
2. To give a comprehensive idea of the origin and progress of poetic practices in the ancient Greco-Roman cultural discourse.
3. To facilitate specific discussions on the authors of the respective era.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

### Course Outcomes:

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

CO1. **Explain** and demonstrate the nuances of the tradition of Greco-Roman literature in its formation period.

CO2. **Design** the development and growth of Greco-Roman Literature

CO3. **Evaluate** the poetical tradition of Greco-Roman literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.

CO4. **Assess** and analyze the poems and other literary genres in the socio-political and religious contexts of the time.

CO5. **Identify** the basic philosophical questions posed by Greco-Roman philosophical discourse and analyze the texts in that context.

### Course Description

European Classical Literature is one of the foundational courses to understand the basic trajectory of Greco- Roman poetry from its formation stage to the beginning of modern European literature. This course focuses on the development of Greco-Roman literary discourse. The lectures will discuss the issues of socio-political scenario of the then Greco-Roman cultural discourse that played a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of European Classical Period in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

## Course Content

### Unit I:

Homer: Selections from *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985)/ Virgil: Selections from *The Aeneid*

### Unit II:

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

### Unit III:

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

### Unit IV:

Ovid Selections from *Metamorphoses* “Bacchus” (Book III)/ “Pyramus and Thisbe” (Book IV)/ “Philomela” (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975) \Sappho.

### Text and Reference Books:

1. *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985)
2. Sophocles: *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984)
3. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965)
4. *Metamorphoses* “Bacchus” (Book III)/ “Pyramus and Thisbe” (Book IV)/ “Philomela” (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975)
5. *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005)

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2

<b>CO 2</b>	2	1	3	-	3	2	1	3	3	-	2	1
<b>CO 3</b>	3	3	3	1	-	2	3	3	3	1	2	-
<b>CO 4</b>	3	2	2	-	1	3	2	3	3	1	-	3
<b>CO 5</b>	3	3	3	2	-	2	-	3	3	-	2	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

**Major Electives:**

<b>ENG11015</b>	Literatures of the Indian Diaspora	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre- requisites/Exposure</b>	Detailed Knowledge of English Language and Literature				
<b>Co-requisites</b>	-				

**Course Objectives**

1. To introduce the students to a detailed understanding of the socio-economic and political background of the Literature of Indian diaspora.
2. To give a comprehensive idea of the origin and progress of poetic practices in Literature of Indian diaspora.
3. To facilitate **specific discussions** on the authors of the respective eras.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

**Course Outcomes**

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

- CO1. **Explain** and demonstrate the nuances of the tradition of Literature of Indian diaspora
- CO2. **Design** the **development** and growth of Literature of the Indian diaspora.
- CO3. **Evaluate** the poetical tradition of English literature and **develop** fundamental **skills** required for close reading and critical thinking of the texts and **concepts**.
- CO4. **Assess** and analyze the poems in the socio-political and religious contexts of the time.
- CO5. **Identify** the basic philosophical questions posed by diasporic **writing** and analyze the texts in that context.

**Course Description**

Literatures of the Indian Diaspora is one of the foundational courses to understand the basic trajectory of Diasporic literature from its formation stage to the current context. This course

deals with the development of the Literature of Indian diaspora. The lectures will discuss the issues of contemporary socio-political scenario of the texts and the role that it played in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of Literature of Indian diaspora in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

## Course Content

### Unit I: Fiction

Rohinton Mistry: *A Fine Balance* / V. S. Naipaul: *A House for Mr. Biswas*

### Unit II: Short Stories

Jhumpa Lahiri: *Interpreter of Maladies* (Any two stories will be selected)  
Rohinton Mistry

### Unit III: Poems

Meena Alexander: “Muse”/ For My Father, Karachi, 1947”  
Vikram Seth: Two poems from *The Golden Gate* or “The Crocodile and the Monkey” from *Beastly Tales*.

Sujata Bhatt: “A Definite History”  
Agha Shahid Ali (Country without a post office- selections)

### Unit IV: Non Fiction

Salman Rushdie: “‘Commonwealth Literature’ Does not Exist” from *Imaginary Homelands* /  
*Imaginary Homelands; The Imam and The Indian* (Amitav Ghosh)

## Text and Reference Books:

1. Rohinton Mistry: *A Fine Balance*
2. V. S. Naipaul: *A House for Mr. Biswas* Jhumpa Lahiri: *Interpreter of Maladies* Meena Alexander: “Muse”
3. Meena Alexander: “For My Father, Karachi, 1947” Vikram Seth: *The Golden Gate*
4. Vikram Seth: “The Crocodile and the Monkey” from *Beastly Tales*. Sujata Bhatt: “A Definite History”
5. Salman Rushdie: “‘Commonwealth Literature’ Does not Exist” from *Imaginary Homelands*

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

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	-	3	3	3	2	2	1	-
CO 2	3	3	2	-	3	2	1	3	3	1	3	-
CO 3	2	3	3	-	1	3	3	3	2	1	-	3
CO 4	1	3	3	2	3	1	2	3	3	-	1	2
CO 5	3	2	3	1	2	-	3	3	3	3	-	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11016</b>	<b>BRITISH LITERATURE: POST WORLD WAR II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Prerequisites / Exposure</b>	Knowledge of English language				
<b>Co-requisites</b>	Acquaintance with History of British Literature				

### Course Objectives:

1. Acquaint students with the necessity of critical thinking.
2. Acquaint students with how history, culture and society can exert their power through ideologies.
3. Introduce students to the basic tenets of postmodernism and its literary manifestations.
4. Introduce students to the philosophical ideas influencing the literary creation of the times.

### Course Outcomes

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

CO1. **Assess** the necessity of critical thinking.

CO2. **Identify** how history, culture and society exert their power through ideologies.

CO3. **Study** postmodernism and its literary manifestations.

CO4. **Identify** the philosophical ideas influencing the literary creation of the times.

CO5. **Rank** the social, historical, cultural, and political background of World War II and Post World War II

### Course Description:

British Literature: Post 1945 negotiates through the failure of the grand narratives leading a whole generation through a tumultuous war. Did it really bring a better tomorrow? Or, did it bring forth more discontent? Angst becomes the word which perhaps best describes the literary works of this period. Similarly, intellectuals of the era had understood the threat posed by totalitarian ideals and postmodernity became a thing – a fancy word? Or, a real critical tool to question society and its dominant ideologies?

The conventional idea of Britishness – history, morality, tradition and culture – undergoes a filter of skepticism. This course aims to study these literary and cultural strategies at work.



**Course Content:****Unit I: Concept**

Background: Postmodernism in British Literature —Britishness after 1960s —

Intertextuality and Experimentation— Literature and Counterculture

**Unit II: Poetry and Lyrics**

Phillip Larkin

Ted Hughes

Seamus Heaney

Carol Anne

Duffy Beatles

Pink Floyd

Rolling

Stones

**Unit III: Drama**

Hanif Kureshi/ John Osborne/ Harold Pinter

**Unit IV: Fiction and Non Fiction**

Jeanette Winterson/ William Golding / Geroge Orwell /Roald Dahl / Diana Athill

**References:**

1. Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkley and Los Angeles: University of California Press, 1989) pp. 23–38
2. Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997).

**Modes of Examination: Assignment/ Quiz/ Project/ Presentation/ Written Exam**  
**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	-	-	2	-	3	3	3	2	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11004</b>	<b>INDIAN CLASSICAL LITERATURE</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre- requisites/Exposure</b>	Knowledge of Literature in context of Indian Society				
<b>Co-requisites</b>	-				

### Course Objectives

1. To introduce the students to a detailed understanding of the socio-economic and political background of the Classical period in India.
2. To give a comprehensive idea of the origin and progress of poetic practices in Sanskrit and other Indian Languages.
3. To facilitate **specific discussions** on the authors and poets of the respective era.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

### Course Outcomes

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

- CO1. **Explain** and demonstrate the nuances of the tradition of Sanskrit poetry in its formation period.
- CO2. **Rephrase** the **development** and growth of Sanskrit Literature and its contribution in the Indian Literature
- CO3. **Evaluate** the poetical tradition of Sanskrit literature and **develop** fundamental **skills** required for close reading and critical thinking of the texts and **concepts**.
- CO4. **Assess** and analyze the poems and other texts in the socio-political and religious contexts of the time.
- CO5. **Identify** the basic philosophical questions posed by Indian Vedic Philosophy and analyze the texts in that context.

### Course Description

Classical Indian Literature is one of the foundational courses to understand the basic trajectory of Sanskrit poetry from its formation stage to the beginning of modern Indian literature. This course deals with vedic and the classical periods of Indian literature. The

lectures will discuss the issues of socio-political scenario of the then India and how the contemporary social hierarchy played a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of Indian literature of its classical and vedic time period in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

## Course Content

### Unit I: Theory and Aesthetics

Bharata/ A.K. Ramanujan “Ancient Tamil Poetics”

### Unit II: Poetry

Kalidasa

### Unit III: Drama

Kalidasa, Sudraka

### Unit IV: Mahakavya

*TheMahabharata (Selections)*

## Text and Reference Books:

1. The Loom of Time(New Delhi: Penguin,1989)
2. The Mahabharata:tr. and ed. J.A. B.van Buitenen (Chicago: Brill,1975) pp.106–69.
3. Mricchakatika, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarsidass,1962).
4. “The Book of Banci”, in Cilappatikaram: The Tale of an Anklet, tr. R.Parthasarathy(Delhi:Penguin, 2004) Book 3.
5. Bharata: Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) Chap.6: “Sentiments”, pp. 100–18.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam  
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1
CO 4	1	3	3	3	-	1	2	3	2	2	-	2
CO 5	2	3	2	1	3	2	-	3	3	-	1	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

Minor Elective:

<b>ENG11028</b>	<b>INTRODUCTION TO LANGUAGE, LITERATURE AND CULTURE</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic Knowledge of Language and Culture				
<b>Co-requisites</b>					

### Course Objectives:

1. To acquaint students with the evolution of English language
2. The course will help students to have a deeper understanding of the **concept** of Language.
3. The students will better understand the different genres of Literature and the role Literature **plays** in Cultural transaction.
4. To make students aware of the different forms of continental influences on the English Language
5. To make students aware of the philosophical ideas influencing the thought process of the times

### Course Outcomes

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

CO1 **Visualize** the various elements of Language

CO2 **Design** the evolution of language, tracing of it

CO3 **Clarify** the role of the society in the **development** of language

CO4 **Evaluate** spaces of communication to understand the nuances of speech and **writing**

CO5 **Verify** imaginative thinking to express ideas

### Course Description

This paper is an Elective Paper which aims at helping students understand the history of the language and enable them to deal with the evolution of any organic entity. At the same time they study in depth the major continental influences that has shaped the language that they **speak** today so that as a person with colonial history they have a responsibility in carrying major historical ideas forward.

**Course Content:****Unit I:**

Key **concepts** of language, socio economic background

**Unit II:**

Communication Verbal and nonverbal, **discussion of elements** of written communication, **application** of language in literature, rhetoric and prosody

**Unit III:**

Continental influences on the language with major historical events.

**Unit IV:**

Introduction to literary genres and **analysis** with examples, Introduction to culture studies with role of literature as exemplifying language

**Recommended Readings**

7. *An Introduction to the Study of Literature*; William Henry Hudson; Rupa Publications India
8. *History of English Literature*; Edward Albert; Oxford University Press.
9. *Growth and Structure of the English Language*; Otto Jespersen; Oxford University Press
10. *Introducing Cultural Studies*; Brian Longhurst; Pearson Education
11. *The English Studies Book: An Introduction to Language, Literature and Culture*; Rob
12. Pope; Routledge.

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

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1
CO 5	3	2	3	-	2	1	3	3	3	2	-	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation



## SEMESTER IV

<b>ENG11003</b>	<b>British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Centuries</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version1.0</b>		3	1	0	4
<b>Prerequisites /Exposure</b>	Knowledge of English language				
<b>Co-requisites</b>	Acquaintance with History of British Literature				

**Course Objectives**

1. To analyze and define the socio-political and cultural ambience of 17<sup>th</sup> and 18<sup>th</sup> century English society.
2. To summarize an idea about the rise of poetic and **dramatic** forms, like Mock Epic, Verse Satire and Restoration Comedy of Manners.
3. To explain the predominant ideas that shape the 17<sup>th</sup>-18<sup>th</sup> century/Age of Enlightenment in England.
4. To critically analyze the texts and contextualize them within the contemporary socio- political conditions.

**Course Outcomes**

- CO1. **Formulate** a comprehensive knowledge of socio-political and cultural background of Seventeenth and Eighteenth Century England
- CO2. **Study** a broader understanding of the predominant literary forms of the period
- CO3. **Analyze** the importance of major literary genres like Mock Epic, Satire, and Restoration Comedy of Manners
- CO4. **Construct** an understanding of the predominant ideas constituting the thought process of Restoration England
- CO5. **Analyze** and contextualize major texts of the period.

**Course Description**

This course is a very crucial course to equip a student of English literature with a broader understanding of Restoration England. This course attempts to discuss in detail the socio-political and cultural context of Restoration Age and its impact on the major literary forms and texts of the period. The lectures will try to point out and explain significant events in the socio-political and cultural scenario of the then England and how they have left indelible mark on the significant literary texts of the period. The course includes interactive class lectures, reading materials, film screening, tutorials, and interactive sessions with the

students, and class assignments. The lectures are to be complemented by power point presentations in class. Students are to be provided with Unit notes and are encouraged to participate in class discussions.

## Course Content

### Unit I: Verse Satire

John Dryden: *Mac Flecknoe*

Alexander Pope: *The Rape of the Lock (Canto 1)*

### Unit II: Restoration Comedy of Manners

William Congreve/ William Wycherley/George Etherege

Jeremy Collier

### Unit III: Heroic Tragedy

John Dryden

### Unit IV: Graveyard Poetry

Thomas Gray, William Collins

## Text and Reference Books:

1. John Milton, *Paradise Lost*, ed. F.T.Prince (Oxford University Press)
2. John Dryden, *Mac Flecknoe*, ed. Madhu Grover (New Delhi: Worldview, 2004)
3. Alexander Pope, *The Rape of the Lock*, ed. Harriet Raghunathan (New Delhi: Worldview,2004)
4. William Congreve, *The Way of the World*, ed. Kajal Sengupta
5. *Gray's English Poems*, ed. D.C. Tovey (New York: Cambridge University Press, 1922)
6. *The Complete Poetical Works of William Collins, Thomas Gray and Oliver Goldsmith*, ed. Epes Sargent (New York: G. P. Putnam& Sons, 1871)
7. Eric Rothstein, *Restoration and Eighteenth Century Poetry: 1660-1780*. (London: Routledge and Kegan Paul, 1981)
8. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1– 7and22–4.
9. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
11. *The Essential Prose of John Milton*, eds. William Kerrigan, John Rumrich, and Stephen M. Fallon (New York: Modern Library, 2013)
12. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006)

13.chaps. 8,11, and13.

14. JohnDryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th ed, ed. Stephen Greenblatt (New16.York: Norton 2012) pp.1767–8.

15. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage*

16. (London: Routledge, 1996).

17. Kathleen M. Lynch, *The Social Mode of Restoration Comedy*,(Routledge,1967).

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

Components	Continuous Assessment	End Term
Weightage(%)	50	50

### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	-	-	2	-	3	3	3	2	2

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG11006	British Romantic Literature	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Prerequisites / Exposure</b>	Knowledge of English language				
<b>Co-requisites</b>	Acquaintance with History of British Literature				

### Course Objectives

1. Acquaint students with the origin of Romantic Literature.
2. Acquaint students with the socio-political background of the time to understand its influence on the construction of the romantic texts.
3. Introduce students to the different forms of Romantic movement.
4. Introduce students to the philosophical ideas influencing the thought process of the times.

### Course Outcomes

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

- CO1. Review the origin of English Romantic Literature.
- CO2. Design the socio-political background of the time and how it influences the construction of the Romantic texts.
- CO3. Rank the different forms of Romantic Movement.
- CO4. Identify the philosophical ideas influencing the thought process of the times.
- CO5. Divide the ways in which Romantic Theories and Praxis influence many movements of change in the contemporary world.

### Course Description

The Romantic Age marks the shift from the aristocracy to the bourgeois class. It explores the ambivalent influence of industrial revolution. Ideas of freedom and revolution come into vogue and these go on to change the fabric of the modern world. Dualities like urban-rural, rational-irrational, reason-imagination come into the intellectual foray. Truth and the modes to reach it are explored beyond apparent reason. Institutions like organized Christianity, its relationship with monarchy are questioned, thereby, shaping the liberal humanist subject. These issues remain unresolved, and thus, it becomes imperative to explore them for an understanding of not just the past, but the present. Class interaction and critical thinking become key in this discourse.

### Course Content:

#### Unit I: Background

Reason and Imagination — Conceptions of Nature — Literature and Revolution — Lyric poetry — the Gothic — Romanticism

#### Unit II: Poetry: Early Romantics

William Blake: “The Lamb”/ “The Chimney Sweeper” (from *The Songs of Innocence* and *The Songs of Experience*)/ “The Tyger” (*The Songs of Experience*)/ “Introduction” to *The Songs of Innocence*

Robert Burns: “A Bard’s Epitaph”/ “Scots WhaHae”

William Wordsworth: “Tintern Abbey”/ “Ode: Intimations of Immortality”/ “The world is too much with us”

Samuel Taylor Coleridge: “Kubla Khan”/ “Dejection: An Ode

**Unit III: Poetry: Late Romantics**

Lord George Gordon Noel Byron: “Childe Harold”: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)/ Percy Bysshe Shelley: “Ode to the West Wind”/ “Ozymandias”/ “Hymn to Intellectual Beauty”/ John Keats: “Ode to a Nightingale”/ “To Autumn”/ “On First Looking into Chapman’s Homer”

Unit IV:

Mary Shelley: *Frankenstein*

**Reference Books**

1. Wordsworth’s Poetry and Prose, Norton Critical Edition
2. Shelley’s Poetry and Prose, Norton Critical Edition
3. Collected Poems of Robert Burns, Wordsworth Poetry Library
4. Coleridge’s Poetry and Prose, Norton Critical Edition
5. Keats’s Poetry and Prose, Norton Critical Edition
6. Blake’s Poetry and **Designs**, Norton Critical Edition
7. Byron’s Poetry and Prose, Norton Critical Edition
8. Frenkenstein, Norton Critical Edition
9. Bibhash Choudhury. English Social and Cultural History: An Introductory Guide and Glossary
10. David Daiches. The History of English Literature (volumes 1-4);
11. M.H. Abrams, The Mirror and the Lamp: Romantic Theory and the Critical Tradition
12. Aidan Day. Romanticism. New Critical Idiom.
13. Roe, Nicholas. Romanticism; An Oxford Guide. OUP, 2005. Print
14. M.H. Abrams. Natural Supernaturalism.
15. Marilyn Butler. Romantics, Rebels, and Reactionaries.

Modes of Examination: **Assignment/Quiz/Project/Presentation/Written Exam Examination**  
Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	2	-	2	-	3	3	-	2	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

Major Electives:

ENG11013	<b>MODERN EUROPEAN DRAMA</b>	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Detailed <b>understanding of English Literature and Culture</b>				
Co-requisites	-				

### Course Objectives

1. To introduce the students to a detailed **understanding of the dramatic** works of Modern Europe.
2. To give a comprehensive idea about the various aspects of the birth **and growth of drama** in Europe.
3. To make a detailed study of the literary genres of **the dramatic form** in Modern Europe
4. To study the influence of the changing technological advancement on Modern European **Drama**
5. **To analyse** the socio-economic aspects of 20<sup>th</sup> Century European its representation in **modern drama**

### Course Outcomes

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

- CO1. **Identify** the cultural markers in **dramatic** texts
- CO2. **Evaluate** the significance of imagery and symbolism in the texts.
- CO3. **Differentiate** between different approaches and viewpoints evident in the literary output in the **dramatic form**.
- CO4. **Verify** the impact of political scenarios in the construction of a societal belief system.
- CO5. **Illustrate** the various aspects of 20<sup>th</sup> Century European culture through the literary texts.

### Course Description

**Modern European Drama** focuses on the literary output of European **playwrights** in the 20th Century. The history of **Modern European Drama** closely integrates the various socio-political elements which is unique to the 20th Century. Issues of gender, racism, and fragmentation are at the crux of the **development** of **Modern European Drama**. The **concepts** of industrialization and progress and identity politics are also reiterated in the various literary

forms shaped by Modern society. It essentially studies the **dramatic** literary forms of Europe in the 20th Century. The aim of this course is to enable students to critically **evaluate** and **understand** the literary texts in context of European society. It will also closely study the language of Modern **theatre** and its connection to its historical past. This course introduces the students to **Modern** European **Drama** and helps them to build a strong base in **understanding** the culture of Europe.

## Course Content

### Unit I: Ideas

**Modern European Drama** —Realism, Naturalism and Beyond — Social Milieu and Political Circumstances— New Trends and Patterns — The **Theatre of** the Absurd

Text and Performance: Stage and Issues of Representation

Epic **Theatre**; Alienation Effect; Absurdism; Kitchen Sink Realism; **Theatre of Menace**

### Unit II: Realism

Henrik Ibsen

### Unit III: Class, Society, and the Stage

Bertolt Brecht / Anton Chekov

### Unit IV: Absurd **Theatre**

Samuel Beckett/ Albert Camus/ August Strindberg

## Texts and Reference Books:

1. Bradbury, Malcom. *Modernism* Penguin, India,2013
2. Ibsen, Henrik. *The Doll's House*. Penguin India,2008
3. Brecht, Bertolt. *Mother Courage*. Faber and Faber, 2006.
4. Samuel, Beckett. *Collected Plays*. Faber and Faber, 2010
5. Ionesco, Eugene. *Rhinoceros*. Penguin Modern Classics, 2015.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press, 2012.

Modes of Evaluation: **Quiz/ Assignment/ Presentation/ Extempore/ Written Examination**

Components	Continuous Assessment	End Term
Weightage(%)	50	50



**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO 1</b>	3	3	2	-	2	1	3	3	3	-	1	2
<b>CO 2</b>	3	2	3	1	-	3	2	3	2	1	3	-
<b>CO 3</b>	3	3	3	2	-	2	1	3	3	2	-	1
<b>CO 4</b>	1	3	3	3	-	1	2	3	2	2	-	2
<b>CO 5</b>	2	3	2	1	3	2	-	3	3	-	1	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11018</b>	<b>Science Fiction and Detective Literature</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Basic understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

### Course Objectives

1. To introduce the students to a detailed **understanding of** Science Fiction and Detective Literature
2. To give a comprehensive idea about the various aspects of the birth and growth of Science Fiction and Detective Literature
3. To make a detailed study of the various literary aspects of Science Fiction and Detective Literature
4. To study the influence of the changing technological advancement on Science Fiction and Detective Literature
5. **To analyse** the socio-economic aspects of modern society and its impact on Science Fiction and Detective Literature

### Course Outcomes

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

CO1 **Identify** the cultural markers in literary texts

CO2 **Evaluate the** significance of science fiction and detective literature in literary studies.

CO3 **Differentiates** between different approaches and viewpoints evident in the various sub-genres of science fiction and detective literature.

CO4 **Review** the impact of political scenarios in the construction of a societal belief system, reflected in science fiction and detective literature.

CO5 **Illustrate** the various aspects of contemporary societies as reflected in science fiction and detective literature.

### Course Description

Science Fiction and Detective Literature focuses on the critical output of these genres in the 19th and 20th Century. The history of literary theory closely integrates the various socio-political elements which is unique to the contemporary period. Issues of gender, racism, and fragmentation are at the crux of the **development** of Science Fiction and Detective Literature.. The **concepts** of industrialization and progress and identity politics are also reiterated in the various sub-genres of science fiction and detective literature shaped by Modern society. The aim of this course is to enable students to critically **evaluate** and **understand these** texts in the prescribed course in context of contemporary scientific advancements. It will also closely study the language of science fiction and detective literature and its connection to its historical past. This course introduces the students to Science Fiction and Detective Literature and helps them to build a strong base in **understanding literary texts and contexts.**

**Course Content:****Unit I Crime Fiction**

Arthur Conan Doyle /Agatha Christie /Raymond Chandler / Seishi Yokomizo / Satyajit Ray/ Saradindu Bandyopadhyay

**Unit II : The Other and Self**

R. L. Stevenson/ Michel Faber

**Unit III: Dystopia**

George Orwell/Aldous Huxley

**Unit IV : Science Fiction**

H.G. Wells/ Satyajit Ray

**Texts and Reference Books:**

1. Meyer, Steven. *The Cambridge Companion to Literature and Science*. Cambridge University Press, 2018
2. Pristman, Martin. *The Cambridge Companion to Crime Fiction*. Cambridge University Press, 2006
3. Doyle, Arthur Conan. *The Hound of the Baskervilles*. Penguin, 2011
4. Stevenson, Robert Louis. *The Strange Case of Dr Jekyll and Mr Hyde*. Penguin, 2009
5. Ray, Satyajit. *The Final Adventures of Professor Shonku*. Puffin Classics. 2010. 6.Ray, Satyajit. *The Complete Adventures of Feluda*. Penguin, 2009.

Modes of Evaluation: Quiz/ Assignment/ Presentation/ Extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1
CO 5	3	2	3	-	2	1	3	3	3	2	-	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11001</b>	<b>INDIAN WRITING IN ENGLISH</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic Knowledge in English Language and Literature				
<b>Co-requisites</b>	-				

### Course Objectives

1. To analyze and explain background and history of Indian writing in English.
2. To introduce to the students the predominant conflicts, controversies and debates in the domain of Indian Writing in English.
3. To give the students an overview of Indian Literature in English in the era of pre-independence and post independence.
4. To critically analyze the texts and to contextualize them within the contemporary socio-political conditions

### Course Outcomes

- CO1. **Formulate** a comprehensive idea regarding the background and history of Indian writing in English.
- CO2. **Derive** an understanding of pre-Independence and post- Independence contexts in Indian English poetry.
- CO3. **Assess** the conflicts, controversies and debates regarding readership, language and aesthetics in Indian writing in English.
- CO4. **Analyze** themes and issues in IE fiction, IE drama forms, language and performance.
- CO5. **Compare** the role of English as a medium for political awakening and the use of English in India for creative writing

### Course Description

Indian Literature in English: An Introduction is a very significant course to enrich a student of English literature with a crucial understanding of the rise, development and constantly evolving contours of Indian Literature in English since the days of British colonialism. This course attempts to discuss major writers and their contribution to the larger gamut of Indian English Literature through extensive reading of poetry, plays, and fictions. The debates, conflicts in this specialized domain will also be addressed at the same time. The lectures will try point out and explain significant events in the socio-political and cultural scenario of pre independent as well as post independent India and how they have left indelible imprint on the significant literary texts of the period. The course includes interactive class lectures, reading materials, film screening, tutorials, interactive sessions with the students, and class assignments. The lectures are to be complemented by power point presentations in class. Students are to be provided with unit notes and are encouraged to participate in class discussions.

## Course Content

### Unit I: Poetry (Pre-Independence)

H.L.V. Derozio  
Toru Dutt  
Rabindranath Tagore / Sri Aurobindo

### Poetry (Post-Independence)

Kamala Das  
Nissim Ezekiel  
Arun Kolatkar  
A. K. Ramanujan  
Robin S. Ngangom

### Unit II: Drama

Mahesh Dattani /  
Harindranath Chatterjee/ Krishnamohan Banerjee/ Vasudev Rao

### Unit III: Fiction

Bankim Chandra Chattopadhyay / R.K. Narayan/ Anita Desai/ Mulk Raj Anand/ Raja Rao Short  
Story:  
Mulk Raj Anand, Shashi Deshpande  
Temsula Ao

### Unit IV: Prose and Non Fiction

Swami Vivekananda/ Rabindranath Tagore/ R. Parthasarathy/ A.K. Ramanujan/ M.K. Gandhi/ Jawharlal  
Nehru

## Text and Reference Books

1. M. K Naik, *A History of Indian English Literature*, Sahitya Akademi
2. Arvind Krishna Mehrotra, *A Concise History of Indian Writing in English*, Ranikhet: Permanent Black
3. Vinayak Krishna Gokak, Ed. *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi
4. R.Parthasarathy, Ed. *Ten Twentieth Century Poets*. New Delhi: OUP

5. R. K Narayan ,*Swami and Friends*. Indian Thought Publications.
6. Anita Desai, *In Custody*. UK: Heineman.
7. Mahesh Dattani, *Collected Plays*. Penguin
8. Temsula Ao, *These Hills Called Home: Stories from a War Zone*. Zuban Classics
9. Tillotama Misra. *The Oxford Anthology of Writings from North-East India* Vol. 1: Fiction

Modes of Evaluation: Quiz/ Assignment/ Presentation/ Extempore/ Written Examination

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1

**CO-PO  
Correlation  
Matrix:**

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

Minor Elective:

<b>ENGL1097</b>	<b>Academic and Professional Writing</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Understanding of English Language</b>				
<b>Co-requisites</b>	-				

### Course Objectives

1. To train students in academic and professional writing, and to encourage them in critical thinking.
2. To help students face the fundamental intellectual and logistical challenges of academic essays and dissertations with a greater skill and confidence.
3. The students will learn to transform their dissertations from writer-based prose (in which various ideas are explored in free form) from reader-based prose (which is properly structured so as to suit the understanding of the reader).
4. To inspire students to learn to read and problematise a text, and form independent opinions.
5. To familiarise students with the difference between descriptive and analytical writings.

### Course Outcomes

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

CO1. **Classify** the different methods and techniques of writing academic papers and teach the students to write an academic paper

CO2. **Compare** skills for different types of critical writing.

CO3. **Derive** a select number of literary terms

CO4. **Interpret** a research orientation.

CO5. **Verify** critical appreciation of already existing research works and to conduct literature review

### Course Description

Academic and Professional writing is aimed at designing a student and motivating him towards the field of research. He or she would be encouraged to know the stylistics of academic writing and how different nuances of academic writing can help one develop a research career. It seeks to teach planning and learning along with how one can avoid plagiarism by proper citation and referential detailing.



## Course Content

### Unit I: Critical Reading of Texts

As part of **academic writing**, the students will be expected to read poems, prose pieces, paintings, photographs, multi-modal texts, musical texts, audio-visual texts and prepare a critical and analytical essay on the experience. The reading and **writing sessions** would be hands-on exercises primarily done during the class hours.

### Unit II: Introduction to **Research**

Choosing a **research** area for **dissertation**

Writing a **Research** Proposal

**Research** Methodology

Literature Review

**Dissertation** Format

**Learning** how to cite sources in CMS/MLA

**Research** Ethics

### Unit III: Professional **Writing** The rhetoric of professional **writing**

Memorandum and Minutes of the Meeting

Business Report

Notice

**Writing** editorials

### Unit IV: Classroom **Seminar**

Critical Essay **Writing** – at the end of the semester, the students **would write** a 2000-2500 words paper on a subject of their choice, which they would present in 10-Minutes at a **seminar** held in the classroom. Each session of the **seminar** would end in a 10-minute-long **discussion** where the presenters would answer questions asked by peers.

### Texts and Reference Books:

1. Eco, Umberto. *How to **Write** a Thesis*. Massachusetts, USA: MIT Press, 2015.
2. Chaudhuri, Sukanta. *The Metaphysics of Text*. UK: Cambridge University Press, 2010.
3. Jones, Carys et al. *Students Writing in the University: Cultural and Epistemological Issues*. USA:

- John Benjamin Publishing Company, 1999.
4. Woodson, Jacqueline. "The Pain of the Watermelon Joke." *The New York Times*, November 28, 2014.
  5. *The Chicago Manual Style: Seventeenth Edition*. USA: University of Chicago Press, 2017.
  6. *MLA, 8<sup>th</sup> Edition: An Introduction and Overview*. DSC-USF Writing Center. August, 2016.
  7. Swatridge, Colin. *Oxford Guide to Effective Argument and Critical Thinking*. UK: Oxford University Press, 2014.
  8. Goodson, Patricia. *Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing*. SAGE, 2013.
  9. Stephens, John. Robyn McCallum. *Retelling Stories, Framing Culture: Traditional Story and Metanarratives in Children's Literature*. Psychology Press, 1998.

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

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage(%)	50	50

#### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	-	3	3	3	2	2	1	-
CO 2	3	3	2	-	3	2	1	3	3	1	3	-
CO 3	2	3	3	-	1	3	3	3	2	1	-	3
CO 4	1	3	3	2	3	1	2	3	3	-	1	2
CO 5	3	2	3	1	2	-	3	3	3	3	-	2

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## SEMESTER V

<b>ENG11009</b>	<b>British Literature: 19<sup>th</sup> Century</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Detailed understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

**Course Objectives**

1. To introduce the students to a detailed understanding of 19th Century British Culture.
2. To give a comprehensive idea about the various aspects of the birth and growth of Victorianism.
3. To make a detailed study of the literary genres of Victorian Literature.
4. To study the influence of the changing technological advancement on 19th Century British Literature.
5. To analyze the socio-economic aspects of 19<sup>th</sup>Century British society and its representation in Victorian Literature.

**Course Outcomes**

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

- CO1. **Identify** the cultural markers in literary texts
- CO2. **Evaluate** the significance of imagery and symbolism in the texts.
- CO3. **Differentiate** between different approaches and viewpoints evident in the literary output.
- CO4. **Study** the impact of political scenarios in the construction of a societal belief system.
- CO5. **Illustrate** the various aspects of 19th Century British culture through the literary texts.

## Course Description

This course focuses on the literary output of Victorian authors, poets, dramatists and essayists. The history of Victorian Literature closely integrates the various socio-political elements which is unique to the reign of Queen Victoria. Issues of gender and racism are at the crux of the development of Victorian Literature. The concepts of industrialization and progress are also reiterated in the various literary forms shaped by Victorian society. It essentially studies the literature of the United Kingdom in the 19th Century. The aim of this course is to enable students to critically evaluate and understand the literary texts in context of the Victorian society. It will also closely study the language of Victorian Literature and its connection to its historical past. This course introduces the students to 19<sup>th</sup> Century British Literature and helps them to build a strong base in understanding the culture of the British Isles.

## Course Content

### Unit I: Ideas and Concepts

Matthew Arnold, Thomas Carlyle, John Ruskin, Herbert Spencer

### Unit II: Fiction

Jane Austen/Charlotte Bronte/Elizabeth Gaskell/ George Eliot

Charles Dickens/Thomas Hardy / W. M Thackeray/ George Meredith

### Unit III: Poetry

Alfred Tennyson/Robert Browning/Matthew Arnold

Together'/Christina Rossetti/Elizabeth Barrett Browning/ Emily Bronte

### Unit IV: Drama

Oscar Wilde

## Texts and Reference Books:

1. Austen, Jane. *Pride and Prejudice*. Penguin, India, 2010
2. Sanders, Andrew. *Oxford History of English Literature*. Oxford, 2012.
3. Bronte, Charlotte. *Jane Eyre*. Norton, 2009
4. Dickens, Charles. *Oliver Twist/David Copperfield*. Penguin India, 2014.
5. Palgrave. *Golden Treasury*. Oxford, 2008.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press, 2012.

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

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

ENG11096	British Literature: 20th Century	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Detailed understanding of English Literature and Culture				
Co-requisites	-				

### Course Objectives

1. To introduce the students to a detailed understanding of early 20th Century British Culture
2. To give a comprehensive idea about the various aspects of the birth and growth of Modernism
3. To make a detailed study of the literary genres of Modernist Literature.
4. To study the influence of the changing technological advancement on 20th Century British Literature
5. To analyse the socio-economic aspects of 20<sup>th</sup> Century British society and its representation in Modernist Literature.

### Course Outcomes

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

- CO1. **Identify** the cultural markers in literary texts
- CO2. **Evaluate** the significance of imagery and symbolism in the texts.
- CO3. **Differentiate** between different approaches and viewpoints evident in the literary output.
- CO4. **Test** the impact of political scenarios in the construction of a societal belief system.
- CO5. **Outline** the various aspects of early 20th Century British culture through the literary texts.

### Course Description

This course focuses on the Literary output of Modernist authors, poets, dramatists and essayists. The history of Modernist Literature closely integrates the various socio political elements which is unique to the early 20<sup>th</sup> Century. Issues of gender, racism, and fragmentation are at the crux of the development of Modernist Literature. The concepts of industrialization and progress are also reiterated in the various literary forms shaped by

Modern society. It essentially studies the literature of the United Kingdom in the 20th Century. The aim of this course is to enable students to critically **evaluate** and **understand** the literary texts in context of the Modernist society. It will also closely study the language of Modernist Literature and its connection to its historical past. This course introduces the students to early 20<sup>th</sup> Century British Literature and helps them to build a strong base in **understanding** the culture of the British Isles.

## Course Content

### Unit I: Ideas

Modernism — Post-modernism and non-European Cultures — The Women's Movement in the Early 20th Century — Psycho**analysis** and the Stream of Consciousness — The Uses of Myth—The Avant Garde

### Unit II: Poetry

W.B. Yeats/ T.S. Eliot/  
/ **Wilfred Owen/ Siegfried Sassoon/Auden/Dylan Thomas**

### Unit III: **Drama**

George Bernard Shaw/*J M Synge Riders to the Sea*/**John Galsworthy**

### Unit IV: Fiction and Non-Fiction

D.H. Lawrence/ *Joseph Conrad*

Virginia Woolf / *James Joyce/Katherine Mansfield*

**T S Eliot**

### Texts and Reference Books:

1. Bradbury, Malcom. *Modernism* Penguin, India, 2013
2. Sanders, Andrew. *Oxford History of English Literature*. Oxford, 2012.
3. Woolf, Virginia. *To the Lighthouse*. Norton, 2009
4. Shaw, Bernard. *Arms and the Man*. Penguin India, 2014.
5. Michel, Robert. *An Anthology of Modern Verse*. Faber and Faber, 1990.
6. Samspon, George. *Cambridge Companion to English Literature*, Cambridge University Press, 2012.

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

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1
CO 4	1	3	3	3	-	1	2	3	2	2	-	2
CO 5	2	3	2	1	3	2	-	3	3	-	1	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation



## Major Electives:

<b>ENG11022</b>	<b>Literature and Cinema</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre- requisites/Exposure</b>	Basic Knowledge in English Language and Literature				
<b>Co-requisites</b>	-				

**Course Objectives**

1. To introduce the students to a detailed **understanding of** the socio-economic and political background of Literature and Cinema.
2. To give a comprehensive idea of the origin and progress of poetic practices in literature and Cinema.
3. To facilitate **specific discussions on** the authors and film makers of the respective eras.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

**Course Outcomes**

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

CO1.**Explain** and demonstrate the nuances of the tradition of Literature and cinema in its formation period. CO2.**Order** the **development** and growth of Literature and cinema

CO3.**Evaluate** the tradition of Literature and **cinema**.

CO4.**Assess** and analyze the texts in the socio-political and religious contexts of the time.

CO5.**Identify** the basic philosophical questions posed by adaptation and translation

**Course Description**

Literature and Cinema is one of the foundational courses to **understand the** basic trajectory of Literature and Cinema from its formation stage to the beginning of the modern era. This course focuses on the **development** of Literature and cinema. The lectures will discuss the contemporary issues of socio-political scenario of the texts and how adaptation and translation has **played** a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of Literature and Cinema in the texts themselves. The classes will also use audio-visual aids to explain certain topics to students and to showcase films on a regular basis. Tutorials will be held to make students **develop** comprehending abilities and analytical **skills**.

### Unit I: Shakespeare on Screen

William Shakespeare: *Comedy of Errors* and *Angeer* (dir. Gulzar, 1982), / *Macbeth* and *Maqbool* (dir. Vishal Bhardwaj, 2003) / *Othello* and *Omkaara* (dir. Vishal Bhardwaj, 2006) / *Romeo+Juliet* (dir Baz Luhrmann) and *Ram Leela* / *Ran* (Akira Kurosawa) *King Lear* British adaptation

### Unit II: British Novels on Screen

Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004), Edward St. Aubyn the Patrick Melrose series (novels and series)

### Unit III: Indian Literary Adaptation

Satyajit Ray/ Vishal Bharadwaj/ Rituparno Ghosh/ Goutam Ghosh/ Aparna Sen

### Unit IV: Spy and the Detective

Ian Fleming (dir: Martin Campbell)

Sherlock Holmes *The Scandal in Bohemia* / *Sherlock* / *Elementary* / *Moriarty the Patriot*

### Text and Reference Books:

1. *How To Read A Film : The World of Movies, Media & Multimedia* (New York: OUP, 2009)
2. *Comedy of Errors* and *Angeer* (dir. Gulzar, 1982)
3. *Macbeth* and *Maqbool* (dir. Vishal Bhardwaj, 2003)
4. *Othello* and *Omkaara* (dir. Vishal Bhardwaj, 2006)
5. *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995)
6. Joe Wright (2005)
7. Gurinder Chadha's *Bride and Prejudice* (2004)
8. *Rudaali* (dir. Kalpana Lajmi, 1993)
9. *Gangor* or 'Behind the Bodice' (dir. Italo Spinelli, 2010).
10. "Rudali" by Mahasweta Devi
11. Ruskin Bond: "A Flight of Pigeons" and *Junoon* (dir. Shyam Benegal, 1979)
12. "The Blue Umbrella" and *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005)
13. "Suzanne's Seven Husbands" and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011)
14. Bapsi Sidhwa, *Ice Candy Man* and *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.)
15. Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009)
16. *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	2	-	2	-	3	3	-	2	1

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11023</b>	<b>World Literatures</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic Knowledge in English Language and Literature				
<b>Co-requisites</b>	-				

### Course Objectives:

1. To encourage students to read a prescribed text by contextualizing it.
2. By filling in or reinforcing students' knowledge of the outline of history by making them conversant with many major cultural landmarks.
3. To **develop** their sensitivity to cultural diversity through a critical study of selected World literary texts.
4. To make connections among texts of various period, authors as well as linguistic and cultural backdrops.
5. **Evaluate** ideas presented in a text, their implications and their relationship with ideas beyond the text.

### Course Outcomes

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

CO1. **Explain** and demonstrate the interrelations among different culture all across the globe.

CO2. **Employ** the different cultural traits prevalent in various texts.

CO3. **Evaluate** the literary traditions and the cross-cultural exchanges.

CO4. **Assess** and analyze the texts in the socio-political and religious contexts of the time.

CO5. **Identify** the basic philosophical questions to define world literatures as a heterogeneous entity.

### Course Description

The course focuses on the various literary tradition all across the globe and teach the students the interrelations among different cultures. The course contains authors, not only from different cultures, but also different linguistic **groups**, so that the students may **develop** a holistic **understanding** of literature. The lectures will discuss the issues of socio-political scenario and various cultural nuances which prepared the ground for textual productions. Classes will be interactive in nature and students will be encouraged to identify the traits of different cultures in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students **develop** comprehending abilities and analytical **skills**.

## Course Content

### Unit I: Background and Concept

1. Johan Wolfgang Von Goethe: *Welt Literature*
2. Rabindranath Tagore: *Vishwasahitya*
3. Gayatri Chakravorty Spivak: *Death of A Discipline*
4. Introduction to the concept of comparative literature
5. Comparative analysis of the concepts of comparative literature and World Literature

### Unit II: Drama

August Strindberg: *The Ghost Sonata*(Swedish)/ Henrik Ibsen: *An Enemy of the People* (Norwegian)/Bertolt Brecht: *Mother Courage and her Children* (German)

### Unit III: Poetry

Matsuo Basho: “old pond” and Kobayashi Issa: selections from *Killing a Fly* (Japanese)/ Federico Garcia Lorca: *Selected Poems* (selections) (Spanish)/ Mahmoud Darwish: *Now, As you Awaken* (selections)/ Nizar Qabbani: *One Hundred Love Letters* (selections) (Arabic)/ Charles Baudelaire: *Les Fleur du Mal* (selections) (French)/ Pablo Neruda: “If You Forget Me”(Chilean)/Octavio Paz:“As One Listens to the Rain”(Mexican)

### Unit IV: Prose

Anton Chekhov: “Vanka” (Russian)/ Guy de Maupassant: “The Necklace” (French)/ Giovanni Boccaccio: Selections from *Decameron* (Italian)/Selections from *Thousand and one Arabian Nights*(Arabic)

Haruki Murakami: *Norwegian Wood* (Japanese)/ Shin Kyung Sook: *Please Look After Mother* (Korean)/ Mo Yan: *Red Sorghum*(Chinese)/ Gabriel Garcia Marquez: *One Hundred Years of Solitude*(Columbian)

### Texts and Reference:

1. Basho, Matsuo. *Basho's Haiku: Selected Poems of Matsuo Basho*. New York: SUNY Press, 2012.
2. Baudelaire, Charles. *Les Fleur du Mal*. Richard Howard(trans.).Boston:David R. Godine,1982. Boccaccio,Giovanni, and GH.McWilliam. *TheDecameron*. Harmondsworth:Penguin,1972
3. Brecht, Bertolt. *Mother Courage and Her Children*. London, New York, Toronto: Bloomsbury, 2012
4. Chekhov,Anton. *Selected Stories of Anton Chekhov*. London: Random House,2009

5. Damrosch, David. *What is World Literature?* Princeton and Oxford: Princeton University Press, 2018
6. Darwish, Mahmoud. *Now, As you Awaken*. Sardines Press, 2006
7. D'haen, Theo. *The Routledge Concise History of World Literature*. London and New York: Routledge, 2012
8. Ibsen, Henrik. *An Enemy of the People: A Play in Five Acts*. The Floating Press, 2017. Kobayashi, Issa. *Killing A Fly*. Saarbrücken: Calambac Verlag, 2015
9. Lawall, Sarah. *Reading World Literature: Theory, History, Practice*. Austin: University of Texas Press, 2010
10. Lorca, Federico Garcia. *Selected Poems*. Trans. Martin Sorrell. London and New York: Oxford University Press, 2007
11. García, Márquez G. *One Hundred Years of Solitude*. London: Pan Books, 1978
12. de Maupassant, Guy. *The Short Stories of Guy de Maupassant*. Roslyn, NY: Black's Readers Service, 2007
13. Murakami, Haruki, and Alfred Birnbaum. *Norwegian Wood*. London: Random House, 1989. Neruda, Pablo. *The Captain's Verses*. Donald D. Walsh (trans). New Directions Publishing, 2009. Paz, Octavio. *The Poems of Octavio Paz*. New Directions Publishing, 2018
14. Qabbani, Nizar. *One Hundred Love Letters*. Lynne Rienner, 1999
15. Shin, Kyung Sook. *Please Look after Mother*. London: Weidenfield and Nicolson, 2011. Strindberg, August. *Twelve Major Plays*. London and New York: Routledge, 2017
16. *Tales from the Thousand and One Nights*. Harmondsworth, Eng.: Penguin Books, 1973. Mo, Yan. *Red Sorghum: A Novel of China*. London: Arrow, 1993.

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

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3

<b>CO 5</b>	3	3	3	-	-	2	-	3	3	3	2	2
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**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11014</b>	<b>American Literature</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Basic understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

### Course Objectives

1. To introduce the students to a detailed **understanding** of the American Society and Culture
2. To give a comprehensive idea about the various aspects of the birth and growth of American Literature.
3. To make a detailed study of the literary genres of American Literature.
4. To study the influence of the changing technological advancement on American Literature
5. **To analyse the** socio-economic aspect of American society and its representation in American Literature.

### Course Outcomes

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

- CO1. **Identify** the cultural markers in literary texts
- CO2. **Evaluate** the significance of imagery and symbolism in the texts.
- CO3. **Differentiate** between different approaches and viewpoints evident in the literary output.
- CO4. **Derive** the impact of political scenarios in the construction of a societal belief system.
- CO5. **Outline** the various aspects of the American culture through the literary texts.

### Course Description

Introduction to American Literature focuses on the Literary output of American authors, poets **dramatists** and essayists. The history of American Literature closely integrates the various socio political elements which is unique to the American continent. Issues of gender and racism is at the crux of the **develop**ment of American Literature. The **concept** of the American dream is also reiterated in the various literary forms shaped by the American society. It essentially studies the literature of the United States of America. The aim of this course is to enable students to critically **evaluate** and **understand** the literary texts in context of the American society. It will also closely study the language of American Literature and its connection to its colonial past. The course includes the works of the likes of Mark Twain, Edgar Allan Poe, Phillis Wheatley, Sylvia Plath and Arthur Miller. This course introduces the students to American Literature and helps them to build a strong base in **understanding** the culture of America.



## Course Content

### Unit I: Introduction

The American Dream — Social Realism and the American Novel — Folklore and the American Novel — Black Women's Writings — Questions of Form in American Poetry

### Unit II: Poetry

Anne Bradstreet

Walt Whitman  
Langston Hughes  
Emily Dickinson  
Gertrude Stein

Arna Bontemps

### Unit III: Drama

Tennessee Williams/ Eugene O'Neill

### Unit IV: Fiction and Non Fiction

Toni Morrison/ Ernest Miller Hemingway/ Mark Twain/ Edger Allen Poe/ O' Henry

Slave Narratives :

Melville/W. E.B Du Bois/ Marcus Garvey/Martin Luther/ Thoreau/ Emerson /Margarete Fuller

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

#### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-

<b>CO 3</b>	2	3	3	1	-	3	3	3	2	-	1	3
<b>CO 4</b>	1	3	2	3	2	1	-	3	3	-	3	1
<b>CO 5</b>	3	2	3	-	2	1	3	3	3	2	-	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## Minor Elective

<b>ENG11098</b>	<b>Editing and Publishing: An Introduction</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Understanding of Language, Literature and Culture</b>				
<b>Co-requisites</b>	-				

**Course Objectives**

1. To **write**, edit, and **design** print and online media for a range of genres.
2. To prepare the students for the industry.
3. To offer the students professional training.
4. To aid the students with a holistic approach to the **skill-based editing-publishing course**.

**Course Outcomes**

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

CO1: **Demonstrate** basic knowledge of the **history of publishing**, including print, digital, and other media.

CO2: **Assess** the quality in a range of genres for publication in a variety of media.

CO3: **Classify** **editing skills**.

CO4: **Convince** with teams of editors and **designers** to create a quality publication.

CO5: **Divide** the students into both the theoretical and **practical aspects of editing-publishing**.

**Course Description**

**Editing and Publishing: An Introduction**, is aimed to encourage the students to think critically, **understand** the responsibilities of professionals working **in the publishing industry**, and be **skilled** in the grammar and rhetoric of English language, prepares them as potential professionals. The course combines theory and **practical** seamlessly and offers a hand-on experience to the students. It gives a wholesome perspective to the students about the making of a book, documentation, publication and the book markets.

## Course Content

### Unit I: Introduction

Knowing the terms: Copyediting, Proofreading, Editing, Publishing  
 Electronic Editing  
 Translation and Transliteration  
 Editing from the author's perspective  
 Specialised editing

### Unit II: Book Design and Layout

The art of documentation: Books, Journals  
 Citation (MLA/APA/CMS)  
 Creating a style guide  
 Indexing  
 Illustration and cover design

### Unit III: Commissioning

Who is a commissioning editor?  
 Commissioning vs acquisitions  
 Shortlisting proposals – textbooks, fiction, nonfiction, academic monographs, edited volumes  
 Gauging the market – local and international  
 Logistics of commissioning

### Unit IV: Marketing and Publishing Models Trade publishing

Niche publishing

Digital publishing

Traditional publishing

Partnership publishing

(Case studies to be examined)

**Texts and Reference Books:**

1. Bell, Susan P. *The Artful Edit: On the Practice of Editing Yourself*. W.W. Norton and Company, 2007.
2. Harnby, Louise. *Editing Fiction at Sentence Level*. Independently published, 2020.
3. Germano, William. *On Revision: The Only Writing that Counts*. The University of Chicago Press, 2021.
4. Thompson, John B. *The Merchant of Culture*. Plume, 2012.
5. Woll, Thomas, and Dominique Reccah. *Publishing for Profit*. Chicago Review Press, 2014.
6. Germano, William. *Getting it Published*. The University of Chicago Press, 2016.
7. Thompson, John B. *Book Wars: The Digital Revolution of Publishing*. Polity, 2021.

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

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	2	-	2	-	3	3	-	2	1

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11099</b>	Translation: An Introduction	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Understanding of Language, Literature and Culture</b>				
<b>Co-requisites</b>	-				

### Course ObjectiveS:

1. To gain a basic knowledge of translation and relevant theories
2. To **understand the** requirement and importance of the act of translation
3. To know about the responsibilities of a translator as an intercultural mediator
4. To formulate the requirements in order to address the challenges of a translator

### COURSE OUTCOMES:

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

- CO1. **Define a** better **understanding** for the texts that they read in translation
- CO2. **Employ** the responsibilities of the act of translation
- CO3. **Arrange** a glimpse of the importance of the act of translation.
- CO4. **Derive problem solving skills** as well as possibility to emerge as a professional translator in future
- CO5. **Solve** the linguistic nuances while translating

### Course Content:

#### UNIT I: Foundation

- What is translation?
- What are translation theories?
- What is the importance of translator?

#### UNIT II: Role of a translator

- Responsibilities of a translator
- Ethics of a translator
- Translator and the target reader

#### UNIT III: Literary Translation and Cultural Translation

- Detailed discussion on translation theories**
- Analysis** of translated texts

#### UNIT IV: Challenges and Problems in the act of Translation

- Discussion on the practical problems of translation**

Hands on experience of translation

Analysing the problems faced in the shoes of the translator

### Suggested Readings and Texts:

1. Pym, A. (2010). Exploring Translation Theories. New York: Routledge.
2. Munday, J. (2012). Introducing Translation Studies, 3rd Edition. New York: Routledge.
3. Baker, Mona & Saldanha (2019) Routledge Encyclopedia of Translation Studies, 3<sup>rd</sup> Edition. Routledge
4. Mukherjee, Tutun (1998) Translation From Periphery To Centrestage. Prestige Books.

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

### Examination Scheme:

Components	Continuous Assessment	End Term
Weightage(%)	50	50

### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	-	-	2	-	3	3	3	2	2

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## SEMESTER VI

<b>ENG11017</b>	<b>Literary Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Basic understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

**Course Objectives**

- 0.1. To introduce the students to a detailed understanding of contemporary Literary Theory
- 0.2. To give a comprehensive idea about the various aspects of the birth and growth of critical theory
- 0.3. To make a detailed study of the various schools of literary theory
- 0.4. To study the influence of the changing technological advancement on Literary Theory
- 0.5. To analyse the socio-economic aspects of modern society and its impact on Literary Theory

**Course Outcomes**

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

CO1 : **Identify** the cultural markers in dramatic texts

CO2: **Evaluate** the significance of critical theory in the analysis of literary texts

CO3: **Differentiate** between different approaches and viewpoints evident in the various schools of literary theory

CO4: **Simplify** the impact of political scenarios in the construction of a societal belief system, reflected in critical theories.

CO5: **Outline** the various aspects of 20<sup>th</sup> Century Europe culture through the deployment of literary theory.

**Course Description**

Literary Theory focuses on the critical output of cultural theorists in the 20th Century. The history of literary theory closely integrates the various socio-political elements which is unique to the 20th Century. Issues of gender, racism, and fragmentation are at the crux of the development of Modern Literary Theory. The concepts of industrialization and progress and identity politics are also reiterated in the various literary theories shaped by Modern society. The aim of this course is to enable students to critically evaluate and understand the literary texts in the prescribed course in context of contemporary critical theories. It will also closely study the language of modern theoretical discourse



and its connection to its historical past. This course introduces the students to Modern Critical Theory and helps them to build a strong base in **understanding literary** texts and contexts.

## Course Content

### Unit I: Marxist Theory and Praxis

Genealogy and Definition—Major theorists --- Relevance in Textual reading—Key **Concepts** and their **application**

### Unit II: Formalism and Structuralism

What is structuralism —major theorists and key **concepts**—Key terms and their **application**  
 \_ Genealogy and definition; Scope and relevance, Major theorists; Key terms related to Formalism and their **application**.; Binaries,. Definition and approach.

### Unit III: Post Structuralism

Differences—key **concepts**— Logocentrism, Deconstruction, Hyperreal- **Simulation**, **Concept of** Subaltern, Grand Narrative.

### Unit IV: Feminism and Ecocriticism

**Waves of Feminist Movement, Concept of Anthropocene, Deep Ecology, Ecofeminism**

## Texts and Reference Books:

1. Bradbury, Malcom. *Modernism*. Penguin, India,2013
2. Barry, Peter. *Beginning Literary Theory*. Viva Books, 2014.
3. Tyson, Louis, *Critical Theory Today*. Routledge, 2015.
4. Lodge, David. *Modern Literary Theory: A Reader*. Routledge, 2016.
5. Waugh, Patricia. *Literary Theory and Criticism*, Oxford University Press, 2014.
6. Bhadhuri, Sougata. *Literary Theory: An Introductory Reader*. Anthem Press, 2017.

Modes of Evaluation: Quiz/ **Assignment**/ Presentation/ Extempore/ Written Examination

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	-	3	3	3	2	2	1	-
CO 2	3	3	2	-	3	2	1	3	3	1	3	-
CO 3	2	3	3	-	1	3	3	3	2	1	-	3
CO 4	1	3	3	2	3	1	2	3	3	-	1	2
CO 5	3	2	3	1	2	-	3	3	3	3	-	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11021</b>	<b>Postcolonial Literatures</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre- requisites/Exposure</b>	Detailed Knowledge of Colonial effect on English Language and Literature				
<b>Co-requisites</b>	-				

### Course Objectives

1. To introduce the students to a detailed **understanding** of the socio-economic and political background of the Old, Middle and Renaissance period.
2. To give a comprehensive idea of the origin and progress of poetic practices in English.
3. To facilitate **specific discussions on the** authors of the respective eras.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

### Course Outcomes

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

CO1. **Demonstrate** the nuances of the tradition of Postcolonial literature in its formation period.

CO2. **Order** the **develop**ment and growth of Postcolonial literature

CO3. **Evaluate** the poetical tradition of Postcolonial literature.

CO4. **Assess** and analyze the poems in the socio-political and religious contexts of the time.

CO5. **Identify** the basic philosophical questions posed by Postcolonialism.

### Course Description

Postcolonial literatures is one of the foundational courses to **understand** the basic trajectory of Postcolonialism from its formation stage to the current **understandin** of the same. This course deals with over all **develop**ment of postcolonial literature. The lectures will discuss the issues of socio-political scenario contemporary to the texts concerned and would identify the factors that **played** a crucial role in the thematic and poetical structure. Classes will be interactive in nature and students will be encouraged to identify the traits of postcolonial literature in the texts themselves. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students **develop** comprehending abilities and analytical **skills**

## Course Content

### Unit I: Poetry

Margaret/ Atwood/ Ama Ata Aidoo / Grace Ogot/ Bapsi Sidwa/ A D Hope/ Pablo/ Neruda/ Jean Arasenagayan/ Derek Walcott/ David Malouf/ Mamang Dai

### Unit II – Fiction

Novels: Salman Rushdie/ Arundhati Roy/ Amitav Ghosh / Shyam Selvadurai / Mohshin Hamid / Gabriel Garcia Marquez/ J.M. Coetzee/ Chinua Achebe/ Ama Ata Aidoo Short Stories: Nadine Gordimer/ Ruskin Bond/ Jorge Louis Borges

### Unit III: Drama

Ayad Akhtar/ Wole Soyinka/ Habib Tanvir

### Unit IV: Non Fiction

Edward Said/ Amitav Ghosh /Arjun Appadurai / Frantz Fanon/Ngugi Wa Thiong'O'

### Text and Reference Books:

1. Salman Rushdie: *Haroun and the Sea of Stories*
2. Amitav Ghosh: *The Shadow Lines*
3. Gabriel Garcia Marquez: *Love in the Time of Cholera*
4. Margaret Atwood: "Happy Ending"
5. Ama Ata Aidoo: "The Girl who can"
6. Grace Ogot: "The Green Leaves"
7. Bapsi Sidwa: "Their Language of Love"
8. A D Hope: "Australia"
9. Pablo Neruda: "Tonight I Can Write"
10. Pablo Neruda: "The Way Spain Was"
11. Jean Arasenyman: "All is Burning."

12. Derek Walcott: “A Far Cry from Africa”
13. Derek Walcott: “Names”
14. David Malouf: “Revolving Days”
15. David Malouf: “Wild Lemons”
16. Mamang Dai: “Small Towns and the River”
17. Mamang Dai: “The Voice of the Mountain”

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

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	-	-	2	-	3	3	3	2	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## Major Electives

<b>ENG11024</b>	Travel <b>Writing</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre- requisites/Exposure</b>	Basic Knowledge in English Language and Literature				
<b>Co-requisites</b>	-				

## Course Objectives

1. To introduce the students to a detailed **understanding** of the socio-economic and political background of the travel **writing**.
2. To give a comprehensive idea of the origin and progress of practices in travel **writing**.
3. To facilitate specific **discussions on the** authors of the respective eras.
4. To critically analyze the texts- both structurally and thematically and to contextualize them within the contemporary socio-political conditions.

## Course Outcomes

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

CO1. **Demonstrate** and demonstrate the nuances of the tradition of travel writing in its formation period.

CO2. **Test** the **development** and growth of travel **writing**

CO3. **Evaluate** the poetical tradition of travel **writing**.

CO4. **Assess** and analyze the poems in the socio-political and religious contexts of the time.

CO5. **Identify** the basic philosophical questions posed by special issues and analyze the texts in that context.

## Course Description

Travel **Writing** is one of the foundational courses to **understand** the basic trajectory of travelogues from its formation stage to the beginning of the modern era. This focuses on the **development** of travel **writing**. The lectures will discuss the contemporary issues of socio-political scenario of the texts and the role it **played** in the thematic and literary structure. Classes will be interactive in nature and students will be encouraged to identify the traits of travel **writing** in the texts themselves. The classes may also use audio-visual aids to explain

certain topics to students. Tutorials will be held to make students **develop** comprehending abilities and analytical **skills**.

## Course Content

### Unit I: Historical texts (Extracts or Chapters)

1. Al Biruni: *India* ed. Qeyamuddin Ahmad. National Book Trust of India, Chapter LXIII, LXIV, LXV, LXVI. / *The Travels of Ibn Battuta*, trans by H.A.R. Gibb. Good Word, 2011. Mark Twain: *The Innocents Abroad/ Following the Equator*
2. Fanny Parkes: *Begums, Thugs & White Mughals: The Journals of Fanny Parkes*. Edited by William Dalrymple or Fanny Eden: *Tigers, Durbars and Kings: Fanny Eden's Indian Journals 1837-38* edited by Janet Dunbar, John Murray, London, 1996. III

### Unit II: Travelogues by Indian **writer** (Selections from any two will be taught)

1. Syed Mujtaba Ali: *In a Land Far from Home (Deshe Bideshe)*  
**Speaking Tiger**
2. Nabaneeta Dev Sen: *Holy Trail: A Pilgrim's Plight*.
3. Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*,
4. Chapter 'Love, War and Widow', Westland, 2013

### Unit III: India through Outsiders' Eyes

1. Dominique Lapierre: *City of Joy*
2. William Dalrymple: *City of Djinn (Nine Lives in Search of the Sacred)*
3. Mark Tully: *No Full Stops India/ No Stop India*

### Unit IV: Contemporary Travelogues (Extracts)

1. Ruskin Bond: *Tales of the Open Road*. Penguin. 2006.
2. Bishwanath Ghosh: *Chai Chai: Travels in Places Where You Stop*. Tranquebar. 2014. VI

### Text and Reference Books:

1. Al Biruni: *India* ed. Qeyamuddin Ahmad. National Book Trust of India
2. *The Travels of Ibn Battuta*, trans by H. A. R. Gibb. Good Word, 2011
3. Mark Twain: *The Innocents Abroad*
4. Mark Twain: *Following the Equator*
5. Fanny Parkes: *Begums, Thugs & White Mughals: The Journals of Fanny Parkes*. Edited by William

Dalrymple

6. Syed Mujtaba Ali: *Ina Land Far from Home (Deshe Bideshe)* Speaking Tiger
7. Nabaneeta Dev Sen: *Holy Trail :a Pilgrim's Plight.* Supernova Publishers 2012
8. Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
9. Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)
10. Dominique Lapierre: *City of Joy*
11. William Dalrymple: *City of Djinns (Nine Lives in Search of the Sacred)*
12. Mark Tully: *No Full Stops India/ No Stop India*
13. Ruskin Bond: *Tales of the Open Road.* Penguin. 2006.
14. Bishwanath Ghosh: *Chai Chai: Travels in Places Where You Stop.* Tranquebar.2014

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

#### Examination Scheme:

Components	Continuous Assessment	End Term
Weightage(%)	50	50

#### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1
CO 4	1	3	3	3	-	1	2	3	2	2	-	2
CO 5	2	3	2	1	3	2	-	3	3	-	1	3

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)



“-” – No correlation

ENG11025	<b>Autobiography</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic knowledge in English language and literature				
<b>Co-requisites</b>	-				

### Course Objectives

1. Introducing the genre of Autobiography and its various forms.
2. **Understand** the importance of self in life narratives.
3. Enabling the students to connect the cultural aspects in the narrative of the self
4. Familiarizing the students with literary **techniques** and strategies in **writing** an autobiography.
5. Reflecting on ethical questions pertaining to the narrative of the self

### Course Outcomes:

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

- CO1. **Classify** literary genre, Autobiography and its various forms.
- CO2. **Analyse** the importance of an author's views and ideology, social class, gender and sexuality in framing the structure of autobiographical texts.
- CO3. **Evaluate** the significance of historical and cultural aspects in Autobiography.
- CO4. **Critically Test** various literary texts in its autobiographical contexts.
- CO5. **Rank** the nuances of ethical questions with reference to biographical studies.

### Course Description:

This course examines the different modes of autobiographical **writing** such as autobiography, memoir and testimonials. The study mainly focuses in situating the self in relation to the society and its belief systems. It also explores the construction and representation of spaces and memories in the autobiographical narrative. The question of author's reliability as the narrator is also critically **evaluate**d. Autobiography as a cultural document and a source of resistance is also studied as a part of this course. This course includes the biographical sketches of Mahatma Gandhi, Satyajit Ray, Bob Dylan, Helen Keller and APJ Abdul Kalam, among others.

### Course Content

#### Unit I: Popular Autobiography

M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I/ Nelson Mandela: *Long Walk to Freedom*/ Annie Besant: *Autobiography, Chapter VII, Atheism As I Knew and Taught It*, pp. 141- 175 (London: T. Fisher Unwin, 1917). A P J Abdul Kalam: *Wings of Fire*/ Ruskin Bond: *Lone Fox Dancing: My Autobiography* / Satyajit Ray: *Jokhon Chhoto Chhilam*/ Sharankumar

Limbale: *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)/ Bob Dylan *Dylan Chronicles*

## Unit II: Trauma and Autobiography

Maya Angelou *I know Why the Caged Birds Sing*

Anne Frank: *The Diary of A Young Girl*

## Unit III: Gender in Autobiography

Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for Women, 1998). Revathi's *Truth About Me: A Hijra Life Story, Chapters One to Four*, pp. 1-37 (New Delhi: Penguin Books, 2010.) Kate Bornstein *A Queer and Pleasant Danger*

## Unit IV: Sports

Eric Shipton: *That Untravelled World: The autobiography of a pioneering mountaineer and explorer*/  
Geoffrey Boycott: *The Corridor of Certainty: My Life Beyond Cricket*/ Sunil Gavaskar: *Sunny Days*/  
Maria Sharapova *Unstoppable*

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

### Examination Scheme:

Components	Continuous Assessment	End Term
Weightage(%)	50	50

### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	-	2	1
CO 3	3	3	3	1	-	2	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3

<b>CO 5</b>	3	3	3	2	-	2	-	3	3	-	2	1
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**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

<b>ENG11020</b>	<b>Women's Writing</b>	L	T	P	C
<b>Version1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic Knowledge in English Language and Literature				
<b>Co-requisites</b>	-				

### Course Objectives:

1. This course will introduce basic outline of Feminist Literary Criticism
2. The course intends to discuss the works and ideas of major Feminist thinkers
3. This course highlights **writing** by women and discusses at length several issues such as social discrimination, male hegemony, sexual politics, marginalization of women that operate as familiar patterns in patriarchal society.

### Course Outcomes:

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

**CO1: Classify** the basic aspects of Feminist Literary Criticism

**CO2: Simplify** the ideas propounded by major Feminist thinkers

**CO3: Analyse** and contextualize the texts through perspective of gender

**CO4: Evaluate** and critically consider the recurrent themes and stylistic devices in women's writing.

**CO5: Identify** genre and narrative strategies employed by different women writers and the language strategies.

### Course Description:

Women's **writing** is a very significant course to enrich a student of English Literature with the Introduction to the various tenets of Feminist Literary Criticism. This course introduces the major Feminist thinkers and their ideas. There **is a discussion and analysis** of significant writing by women through extensive reading of poetry, **plays**, and fictions. The course includes interactive class lectures, reading materials, film screening, tutorials, interactive sessions with the students, and class **assignments**. The lectures are to be complemented by power point presentations in class. Students are to be provided with unit notes and are encouraged to participate in **class discussions**.

## Course Content

### Unit I

Ideas and **Concepts**

Women's **Writing** and Sexual Politics —The Confessional and Autobiographical Mode— Race, Caste and Gender —Social Reform and Women's Rights

### Unit II: Poetry

Emily Dickinson

Sylvia Plath

Maya Angelou

Eunice De Souza

### Unit III: Fiction

Alice Walker/ Mahasweta Devi / Kate Chopin/ Ashapura Devi/ / Sara Suleri/ Charlotte Perkins Gilman/ /

### Unit IV: Non-Fiction

Chimananda Ngozi Adichie / Mary Wollstonecraft/ Kate Millett /Chandra Talpade Mohanty/ Baby Kamble/ Ramabai Ranade.

## Reading List:

### Primary Texts:

1. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988)
2. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957)
3. *Pandita Ramabai, Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000)
4. Susan Bassnett, *Sylvia Plath: An Introduction to the Poetry* (New York: Palgrave Macmillan, 2005)
5. Eunice De Souza, *A Necklace of Skulls: Collected Poems* (Penguin, 2009)
6. *Selected Poems of Emily Dickinson*, ed. James Reeves (Heinemann Educational, 1959)
7. Alice Walker, *The Color Purple* (Harcourt, 2003)
8. Charlotte Perkins Gilman, *The Yellow Wallpaper* (Xist **Publishing**, 2015)
9. *The Collected Stories of Katherine Mansfield*, (Penguin, 2007)
10. Mahashweta Devi, "Draupadi", tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

### References:

1. *The Essential Feminist Reader*, ed. Estelle B. Freedman (Modern Library, 2007)
2. Kate Millett, *Sexual Politics* (Rupert Hart Davis, 1970)
3. Toril Moi, *Sexual/Textual Politics* (Routledge, 2002)
4. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and

5. Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
6. Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
7. Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

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

**Examination Scheme:**

Components	Continuous Assessment	End Term
Weightage(%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	-	2	1	3	3	3	-	1	2
CO 2	3	2	3	1	-	3	2	3	2	1	3	-
CO 3	3	3	3	2	-	2	1	3	3	2	-	1
CO 4	1	3	3	3	-	1	2	3	2	2	-	2
CO 5	2	3	2	1	3	2	-	3	3	-	1	3

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## Minor Elective

<b>ENGI1031</b>	<b>Text and Performance</b>	L	T	P	C
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	<b>Basic understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

**Course Objectives:**

1. To introduce the students to a detailed understanding of the performance of literary texts
2. To give a comprehensive idea about the various aspects of the birth and growth of performance studies
3. To make a detailed study of the various literary and dramatic aspects of texts and performances
4. To study the influence of the changing technological advancement on the study of the performance of texts
5. To analyse the socio-economic aspects of modern society and its impact on performance studies

**Course Outcomes:**

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

- CO1. **Identify** the cultural markers in dramatic performances
- CO2. **Evaluate** the significance of text and performance in literary studies.
- CO3. **Differentiate** between different approaches and viewpoints evident in the various schools of performance studies
- CO4. **Solve** the impact of political scenarios in the construction of a societal belief system, reflected in the performance of literary texts
- CO5. **Outline** the various aspects of contemporary societies as reflected in theatrical adaptations of literature

**Course Description:**

Texts and Performance focuses on the performance of literary texts and their evolution in the 19th and 20th Century. The history of performance studies closely integrates the various socio-political elements which is unique to the contemporary period. Issues of gender, racism, and fragmentation are at the crux of the development of literary performances. The concepts of industrialization and progress and identity politics are also reiterated in the various schools of performance studies shaped by Modern society. The aim of this course is to enable students to critically evaluate and understand these texts in the prescribed course in context of contemporary scientific advancements. It will also closely study the language of performativity



that shape literary texts and its connection to its historical past. This course introduces the students to the performance of texts and helps them to build a strong base in understanding the development of theatre.

## Course Content

### Unit-I

Introduction to theories of Performance

### Unit-II

Western and Indian theatre-- Forms and

Contemporary, Stylized, Naturalist

Direction, production, stage props, costume, lighting, backstage support.

Recording/archiving performance/case study of production/performance/impact of media on performance processes.

### Unit-III

Theatrical Forms and Practices

Types of theater, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheater, open-air, etc.

Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Theories and demonstrations of acting: Stanislavsky, Brecht Bharata

### Unit-IV

Folk Tradition—Orality, Rituals, use of Myth, Culture specific traditional performance

## Texts and Reference Books:

1. Richmond, Farley P., and Darius L. Swann, and Phillip B. Zarrilli. Eds. *Indian Theatre: Traditions and Performance*. United States: University of Hawaii Press, 1993.
2. Kennedy, Dennis. *The Oxford Companion to Theatre and Performance*. New York: Oxford UP, 2010. Print.
3. Allain, Paul, and Jen Harvie. *The Routledge Companion to Theatre and Performance*. New York: Routledge, 2006.
4. Banham, Martin. *The Cambridge Guide to Theatre*. United Kingdom: Cambridge UP, 2000.

5.Pavis, Patrice. *Dictionary of Theatre: Terms, Concepts, Analysis*. Toronto. University of Toronto Press, 1998.

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

#### CO-PO Correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	2	1	3	2	1	3	3	-	-	2
CO 2	3	2	3	-	3	3	2	3	3	2	1	-
CO 3	2	3	3	1	-	3	3	3	2	-	1	3
CO 4	1	3	2	3	2	1	-	3	3	-	3	1
CO 5	3	2	3	-	2	1	3	3	3	2	-	2

Correlation level 1, 2 and 3 as defined below:

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## IDC Offered by the Department of English Language and Literature

### Semester V

<b>ENG 19094</b>	<b>Language and Society</b>	L	T	P	C
<b>Version 1.0</b>		2	1	0	3
<b>Pre-requisites/Exposure</b>	<b>Understanding of language and social identity</b>				
<b>Co-requisites</b>	-				

### Course Description

This course introduces students to language in its social context. Students **learn** how to make observations on language usage. Students will get hands-on experience on language use by participating in group and individual field **projects**.

### Course Objectives

1. Students will investigate the dimensions of language variation and analyze evidence of attitudes towards **speakers** of different language varieties (reading response, class notes, and presentation)
2. Students will **research** local language variation and **evaluate** the results (text comparison study)
3. Students will explore definitions of a “standard” variety of a language and consider how the standard is used in society, particularly with reference to education (reading response and presentation)
4. Students will be able to understand how language constructs social identity

### Course Outcome

CO1: **Demonstrate** that language is a pluralistic entity

CO2: **Determine** that language can understood with reference to geographical location and society factors

CO3: **Identity** language variation and analyze the aspects of language change

CO4: **Explain** that language is essentially a social and a cultural product

CO5: **Outline** the factors influencing language attitude

### Course Content

#### Unit 1

#### Language and Communities

Language or Dialect?; Role of Social Identity; Standardization; Regional Dialects; Social Dialects; Style and Registers

## Unit 2

### Languages in Contact

Diglossia, Bilingualism, Multilingualism; language use and attitude; code switching and code mixing; language maintenance; language variation; language shift and death

## Unit 3

### Language and Social Identity

Social class; Gender; Age; Ethnic Varieties; Speech Communities.

## Unit 4

### Language and Socio-Political Factors

Ideology of standard language; Influence of the media; Language and Education; Language Policy and Planning.

### Suggested Readings:

1. Mooney, A. & Evans, B. (2015). Language, society, and power, 4th ed. New York: Routledge
2. Freedman, J. & Jurafsky, D. (2011). Authenticity in America. *Gastronomica: the journal of food and culture*, 11, (46–54).
3. Fuller, J. (2013). Spanish **speakers** in the USA. Bristol, UK: Multilingual Matters. (chapter 2, “Language and Identity”).
4. Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, C. & Hopkins, M. (2010). Forbidden language: A brief history of U.S. language policy. In P. Gándara & M. Hopkins (Eds.), *Forbidden language. English **learners** and restrictive language policies* (20-33). New York: Teachers College Press

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

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	3	3	2	-	1	2	3	3	1	-	2
CO 2	2	1	3	-	3	2	1	3	3	2	2	1
CO 3	3	3	3	1	2	-	3	3	3	1	2	-
CO 4	3	2	2	-	1	3	2	3	3	1	-	3
CO 5	3	3	3	-	-	2	-	3	3	3	2	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation

## SEMESTER V

ENG19095	<b>Language and Mind</b>	L	T	P	C
<b>Version 1.0</b>		2	1	0	3
<b>Pre-requisites/Exposure</b>	<b>Basic understanding of English Literature and Culture</b>				
<b>Co-requisites</b>	-				

### Course Description:

The course will focus on the nature of relationship between language and brain, language processing corresponding to comprehension, production, and acquisition. It examines how languages are acquired, represented, and processed in the brain. It also covers issues relating to biological foundations of speech and language impairment.

### Course Objectives:

- CO1: **Review** the biological evolution of language
- CO2: **Associate** the students to conduct experiments to understand the psychology of language
- CO3: **Justify** the students to gain a basic understanding of how language is acquired and if language as a system acts similar to the other cognitive systems.
- CO4: The course will **assess** on experience to the students to learn about language learning disability
- CO5: To **simplify** the use of languages in different scenarios.

### Program Outcome:

1. The students will understand the biological, psychological, and cognitive foundations of language
2. The students will have knowledge of the process and mechanisms of first language acquisition and processing
3. The students will have an in-depth understanding of the problems of language acquisition of specially abled children
4. The students will also be able to understand the language universals and the role of cognition in its development.
5. The students will be equipped with the practical knowledge of children suffering from language and speech disorder.

### Course Content

#### 1. Biological Foundations of Language

Rationalism vs. Empiricism; language and primate communication; cerebral dominance and lateralization; language in evolutionary context

## 2. Representation and Processing

Production, perception and comprehension of language; mental representation; internal lexicon; lexical access

## 3. Clinical Psycholinguistics

Pathology and brain functions; aphasia; dyslexia; dyspraxia; down syndrome; stuttering; hearing impairment

## 4. Language, Culture and Cognition

Sapir-Whorf hypothesis; lexical and grammatical influence on cognition; linguistic universals; perceptual, cognitive and social categories

### Reading list:

1. Aitchinson, J. 1991. The Articulate Mammal. 2nd edn. London etc.:
2. Hutchinson. Bhat, R. 1991. Psycholinguistics: An Introduction. Karnal: Nataraj Publishing House
3. Caplan, D., R.A. Lecours & A. Smith (eds.) 1984. Biological Perspectives on Language. Cambridge, Mass.: MIT Press.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written

Exam Examination Scheme:

Components	Internal	End Term
Weightage (%)	50	50

**CO-PO Correlation Matrix:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3	2	3	1	0	3	3	3	2	2	1	0
CO 2	3	3	2	0	3	2	1	3	3	1	3	0
CO 3	2	3	3	0	1	3	3	3	2	1	0	3
CO 4	1	3	3	2	3	1	2	3	3	0	1	2
CO 5	3	2	3	1	2	0	3	3	3	3	0	2

**Correlation level 1, 2 and 3 as defined below:**

“1” – Slight (Low)

“2” – Moderate (Medium)

“3” – Substantial (High)

“-” – No correlation