ETERNAL UNIVERSITY

(ESTABLISHED UNDER HIMACHAL PRADESH GOVERNMENT ACT NO.3 OF 2009)

BARU SAHIB
HIMACHAL PRADESH

WORLD PEACE THROUGH VALUE BASED EDUCATION

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES

B.A. (HONS. WITH RESEARCH) LIBERAL ARTS WITH ENGLISH AS MAJOR/MINOR CURRICULUM (SEMESTER III & IV)

APPROVED VIDE ANNEXURE 4.4.2 OF 87TH ACADEMIC COUNCIL MEETING HELD ON 25TH JULY, 2025

TO BE IMPLEMENTED FROM THE ACADEMIC SESSION 2025-26

Dean
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AKAL COLLEGE OF ARTS & SOCIAL SCIENCES

B.A. (Hons with Research) LIBERAL ARTS
FOR THE COURSE OF ENGLISH
AS PER NEP 2020

EFFECTIVE FROM
Academic Year 2024-25 onwards

STRUCTURE OF UG PROGRAM FOR TWO CORE DISCIPLINES APPLICABLE TO

B.A. (HONS.WITH RESEARCH) LIBERAL ARTS

TABLE OF CONTENTS

16	FOURTH SEMESTER DETAILS (MINOR)	ENGLISH AS MINOR (DSC B 4)	SEM IV	59-62
17	POOL COURSES (ENGLISH)	GE , SEC, AEC & VAC	SEM I & SEM II	63-82
18	POOL COURSES (ENGLISH)	GE , SEC, AEC & VAC	SEM III & SEM IV	83-104

1.NATURE AND EXTENT OF THE PROGRAM

Liberal Arts education is a comprehensive approach to learning that emphasizes a broad and interdisciplinary curriculum, fostering critical thinking, creativity, and a well-rounded understanding of the world. Rather than focusing solely on specialized or vocational training, liberal arts education encourages students to explore a diverse range of subjects, including humanities, social sciences, natural sciences, and the arts. At its core, Liberal Arts education seeks to cultivate intellectual curiosity, analytical skills, and effective communication abilities. By studying subjects such as literature, philosophy, history, mathematics, and languages, students develop a deep appreciation for the complexities of human experience and the interconnectedness of knowledge across disciplines.

Key components of a Liberal Arts education include:

Interdisciplinary Approach: Liberal Arts program encourage students to explore connections between different fields of study, recognizing that complex problems often require interdisciplinary solutions. This interdisciplinary approach promotes holistic thinking and problem-solving skills.

Critical Thinking and Analysis: Liberal Arts education places a strong emphasis on critical thinking, encouraging students to question assumptions, evaluate evidence, and develop reasoned arguments. Through rigorous analysis of texts, data, and concepts, students learn to approach problems with intellectual rigor and open-mindedness.

Communication Skills: Effective communication is a cornerstone of Liberal Arts education. Students learn to express their ideas clearly and persuasively through writing, speaking, and visual communication. These communication skills are valuable in both academic and professional contexts.

Cultural Literacy: Liberal Arts education provides students with a broad understanding of diverse cultures, histories, and perspectives. By studying literature, art, religion, and philosophy from different time periods and regions, students develop empathy, tolerance, and cross-cultural competence.

Lifelong Learning: Beyond acquiring specific knowledge or skills, liberal arts education fosters a love of learning that extends beyond the classroom. Students are encouraged to pursue intellectual interests, engage with new ideas, and adapt to an ever-changing world throughout their lives.

Overall, liberal arts education prepares students for success in a wide range of careers and endeavors by equipping them with transferable skills, a global perspective, and a deep appreciation for the richness of human experience. It empowers individuals to think critically, communicate effectively, and make meaningful contributions to society.

Liberal Arts encompass a wide range of subjects that typically include:

- Literature

- Linguistics
- Language
- Psychology
- Political Science
- Economics
- History
- Music
- Interdisciplinary Studies

At Eternal University, The Bachelor of Arts (BA) Honors with Research in Liberal Arts Program is an undergraduate degree program that offers students the opportunity to pursue an in-depth study of liberal arts subjects while also engaging in original research within their chosen field of interest. This specialized program combines the breadth of a liberal arts education with the depth and rigor of academic research, preparing students for advanced study or professional careers in a variety of fields.

Eternal University BA Honors with Research in Liberal Arts program includes:

Interdisciplinary Curriculum: Students typically study a wide range of subjects within the liberal arts, including humanities, social sciences, natural sciences, and the arts. This interdisciplinary approach encourages students to explore connections between different disciplines and develop a broad understanding of human culture, society, and knowledge.

Research Component: The research component of the program allows students to conduct original research under the guidance of faculty mentors. This may involve designing research projects, collecting and analyzing data, and presenting findings in written form or through oral presentations.

Thesis or Capstone Project: Many BA (Hons. with Research) Liberal Arts programs culminate in a thesis or capstone project, in which students demonstrate their ability to conduct independent research and contribute new insights to their field of study. This project is often a substantial piece of scholarly work that is presented to faculty members and peers.

Faculty Mentorship: Students in these programs often benefit from close mentorship relationships with faculty members who are experts in their field. Faculty mentors provide guidance and support throughout the research process, helping students refine their research questions, develop methodologies, and interpret findings.

Critical Thinking and Analytical Skills: Through coursework and research experiences, students develop advanced critical thinking and analytical skills. They learn to evaluate evidence, formulate hypotheses, and make reasoned arguments, skills that are highly valued in academia and many professional fields.

Preparation for Advanced Study or Careers: B.A. (Hons. with Research) Liberal Arts provides a strong foundation for students who plan to pursue further study at the graduate level, such as a master's or doctoral degree. It also equips students with transferable skills that are valuable in a variety of careers, including research, education, public policy, and cultural institutions.

Overall, a B.A. (Honors with Research) Liberal Arts offers students a unique opportunity to engage deeply with their academic interests, develop advanced research skills, and make original contributions to knowledge in their chosen field. It prepares graduates to succeed in a rapidly changing world by fostering intellectual curiosity, creativity, and a commitment to lifelong learning.

The program is embedded with choice of Multidisciplinary Generic Electives i.e., outside their core discipline, along with choice-based value-added courses (VAC) and ability enhancement compulsory courses (AECC) available on the university basket.

The program offers avenues to the students to enter and exit from certificate, diploma, three years degree, four years degree with research and finally provide them with the opportunity to integrate with one year master's program as per recommendations of National Education Policy 2020. This program is envisaged to be conducted in accordance with Bloom's Taxonomy pedagogy. The layout of all the courses in the program is structurally designed with three levels of thinking and each course learning outcomes have been mapped with program outcomes.

The course has been designed as per the National Education Policy guidelines and has some specific features including:

1. Option to exit with Certificate in Liberal Arts (total credit = 44, provided submission of proof of any vocational training received during summer break after end term exam), Diploma in Liberal Arts (Total credit = 88), three-year Degree (total credit = 132), and Degree (Hons.) with research (total Credit = 176) after one-, two-, three- and four-year program respectively completed successfully.

2. The curriculum of each year, with two semesters each, has been designed in such a way that after completion of each level, the student is able to have a complete set of information with specific academic component.

3. The emphasis on practical training through internship meaningfully designed courses has been given for skill development.

1. PROGRAM EDUCATION OBJECTIVES (PEOs)

After completing B.A. (Hons. with Research) Liberal Arts, students will be able to:

PEO	Education Objective
PEO1	Graduates of the program will be able to critically evaluate complex issues, arguments, and information from multiple perspectives, demonstrating the ability to think analytically and make informed judgments.
PEO2	Graduates will possess strong written, oral, and visual communication skills, enabling them to articulate their ideas clearly and persuasively to diverse audiences in academic, professional, and civic contexts.
PEO3	Graduates will have a broad understanding of the interconnectedness of knowledge across disciplines within the Liberal Arts, recognizing the value of integrating insights from different fields to address complex problems and explore diverse perspectives.
PEO4	Graduates will demonstrate an appreciation for cultural diversity and global interconnectedness, understanding the historical, social, and cultural contexts that shape human experiences and societies around the world.
PEO5	Graduates will exhibit ethical awareness and a commitment to social justice, demonstrating the ability to engage responsibly and ethically in their communities and contribute positively to societal well-being.

2. GRADUATE ATTRIBUTES

	Attributes	Description
1	Professional /Disciplinary Knowledge	Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines like Language, Literature, Economics, Political Science and Psychology as part of Liberal arts undergraduate program.
2	Practical skills	Empowers graduates with transferable research and analytical skills. These skills include data analysis, research design, and critical thinking, preparing them to tackle complex problems across diverse careers in Economics, Political Science and Social Sciences.
3	Communication Skill	Ability to develop adaptable communication skills. They can tailor their message (written, oral, or visual) to effectively engage diverse audiences, whether presenting research findings to academics, crafting policy briefs for government officials, or explaining complex social science concepts to the public.
4	Cooperation/Team work	Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team like in the field of conflict resolution, consulting and decision making.
5	Professional ethics	Ability to develop a strong ethical compass. They gain awareness of ethical dilemmas in the liberal arts fields and a commitment to responsible conduct throughout their careers.
6	Research / Innovation-related Skills	Ability to analyze interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
7	Critical thinking and problem solving	Capability to apply analytic thought to liberal arts fields; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherentarguments;criticallyevaluatepractices,policiesandtheoriesbyfollowing scientific approach to knowledge development.
8	Reflective thinking	Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
9	Information/digital literacy	Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data for understating issues in social domain.

10	Multi-cultural competence	Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
11	Leadership readiness/qualities	Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
12	Lifelong learning	Ability to acquire knowledge and skills, including' learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/re-skilling.

3.QUALIFICATION DESCRIPTORS:

- **Systematic knowledge and understanding of an academic field:** Students will gain a broad Understanding in the myriad fields of Liberal Arts and Social Sciences, encompassing Language, Literature, Political Science, Economics, and Psychology and all other pertinent fields of Liberal Arts. They will develop a critical understanding of core theories, principles, and current issues within each chosen specialization.

- **Procedural knowledge for different professions:** The program equips students with transferable skill set that is applicable to various professions in research, government, public service, and non-profit sectors. Specialization courses will introduce students to the practices and methodologies used by professionals in their chosen field (e.g., political analysis, economic research, or psychological counselling, content creation etc).

- **Skills in areas related to specialization:** Students will develop specialized research, analysis, and critical thinking skills relevant to their chosen field. Political Science might involve analysing political data, understanding international relations, or critiquing political ideologies. Economics might involve econometric analysis, modelling, or policy evaluation. Psychology might involve data analysis, experimentation, or psychological assessment techniques.

- **Comprehensive knowledge of scholarly materials:** Students will be exposed to current research, scholarly literature, and data analysis methods specific to Political Science, Economics, and Psychology. The program equips students with the ability to identify and critically evaluate sources in their chosen field.

- **Information gathering and data analysis:** Students will develop skills to identify information needs, collect relevant data (both quantitative and qualitative), and analyze it using appropriate methodologies. This could involve analyzing political polls, economic indicators, or psychological test results, depending on the specialization.

- **Critical thinking and problem solving:** The program emphasizes Critical Thinking and Inquiry. It will embark students with the expertise to apply critical thinking skills to evaluate arguments, evidence, and ideas, discerning logical reasoning and identifying assumptions, biases, and fallacies. It will also engage in scholarly inquiry and research, formulating research questions, conducting literature reviews, and synthesizing information from multiple sources to generate original insights and interpretations.

- **Interdisciplinary Integration**: Students will be able to integrate insights from diverse disciplines within the Liberal Arts, synthesizing knowledge from literature, history, philosophy, social sciences, natural sciences, and the arts to address complex problems and explore interdisciplinary connections. They will

collaborate with peers and experts from different fields to generate interdisciplinary solutions to real-world challenges and engage in meaningful dialogue across disciplinary boundaries.

- **Communication Expression & Research results:** Students will foster in them an approach to Communicate effectively through various mediums, including written essays, oral presentations, and visual representations, demonstrating clarity, coherence, and persuasiveness in expression. They will employ creative and innovative approaches to expression, adapting communication styles to different audiences and purposes, and utilizing diverse forms of media and technology. They will also be well equipped to communicate their findings effectively, both in writing and orally, using the terminology and concepts specific to their chosen specialization. This could involve writing research papers, presenting findings at conferences, or creating policy briefs.

4. PROGRAM OUTCOMES

PO No.	Attribute	Competency
PO1	Professional knowledge	Graduates will demonstrate a deep understanding of key concepts, theories, and practices relevant to their chosen field(s) of interest within the Liberal Arts, such as Literature, History, Economics, Philosophy, Social Sciences, Natural Sciences, or the Arts.
PO2	Ethical value & Professionalism	Graduates will exhibit ethical awareness and professional integrity in their interactions with colleagues, clients, and stakeholders, adhering to ethical standards and best practices relevant to their chosen field(s) of study and professional endeavors.
PO3	Communication	Graduates will demonstrate creativity and innovation in their communication skills and will develop an enhanced approach to problem-solving and expression, generating novel ideas, solutions, and interpretations that challenge conventional thinking and expand intellectual horizons.
PO4	Evidence Based Practice/Learning	Graduates will demonstrate proficiency in research methods and scholarly inquiry, conducting independent research projects, evaluating academic sources, and contributing original insights to their chosen field of study.
PO5	Entrepreneurship, Leadership and Mentorship	Graduates will engage as responsible citizens and leaders in their communities, demonstrating a commitment to an encouraging pathway to honing their entrepreneurship skills, they will contribute to social justice, equity, and the common good through civic engagement, advocacy, and service.

5. PROGRAM SPECIFIC OUTCOMES

PSO No.	Competency
PSO1	Graduates will demonstrate the ability to integrate insights from multiple disciplines within the Liberal Arts, synthesizing knowledge from fields such as Literature, Economics, History, Philosophy, Social Sciences, Natural Sciences, and the arts to address complex problems and explore connections between different areas of study.
PSO2	Graduates will exhibit cultural competence and global awareness, understanding the cultural diversity of human societies and appreciating the interconnectedness of local, national, and global perspectives through the study of Literature, Economics, History, Languages, and cross-cultural interactions.
PSO3	Graduates will demonstrate creativity and innovation in their approach to problem-solving, expression, and inquiry, generating original ideas, interpretations, and solutions that challenge conventional thinking and contribute to intellectual and cultural discourse.
PSO4	Graduates will be prepared to pursue further study at the graduate level or to enter a variety of career paths, including but not limited to academia, education, publishing, media and communications, cultural institutions, public service, non-profit organizations, and the creative industries, equipped with the knowledge, skills, and values needed to succeed in diverse professional and academic contexts.

 OVERALL COURSE STRUCTURE
(AS OFFERED BY DEPARTMENT OF ENGLISH & COMMUNICATION
STUDIES)

- **DSC (CATEGORY) A** –ENGLISH MAJOR
- **DSC (CATEGORY) B** – ENGLISH MINOR
- **DSE-** DISCIPLINE SPECIFIC ELECTIVES
- **GE –** GENERIC ELECTIVE
- **SEC-** SKILL ENHANCEMENT COURSE
- **AECC-** ABILITY ENHANCEMENT COURSE
- **VAC –** VALUE ADDED COURSE

SEMESTER – I

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	**T**	**P**	**C**
0220111010 DSC-A1	**ENGLISH LITERATURE – I POETRY**	**3**	**1**	**0**	4
0220111020 DSC-A2	**ENGLISH LITERATURE -II DRAMA**	**3**	**1**	**0**	4
0220111010 DSC-B1	**ENGLISH LITERATURE – I POETRY**	**3**	**1**	**0**	4
0220013010 GE- 1	**ENGLISH FLUENCY – I**	**3**	**1**	**0**	4
0220014011 SEC-1	**SOFT SKILLS**	**1**	**0**	**1**	2
0220015011 AECC- 1	**FUNCTIONAL ENGLISH – I**	**1**	**0**	**1**	2
VAC- 1	**COS AS OFFERED IN COLLEGE POOL**	**1**	**0**	**1**	2
Total					**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – II

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	**T**	**P**	**C**
0220121030 DSC-A3	**ENGLISH LITERATURE – III SHORT STORIES**	3	1	0	4
0220121040 DSC-A4	**ENGLISH LITERATURE – IV FICTION /NON-FICTION**	3	1	0	4
0220121030 DSC-B2	**ENGLISH LITERATURE – III SHORT STORIES**	3	1	0	4
0220023020 GE- 2	**ENGLISH FLUENCY -II**	3	1	0	4
0220024021 SEC-2	**PERSONALITY DEVELOPMENT**	1	0	1	2
0220025011 AECC- 2	**FUNCTIONAL ENGLISH – II**	1	0	1	2
0220026011 VAC- 2	**CULTURE AND COMMUNICATION**	1	0	1	2
	Total				**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – III

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	**T**	**P**	**C**
0220131050 DSC-A5	**HOEL – I ANGLO SAXONS – ELIZABETHAN AGE**	3	1	0	4
0220131060 DSC-A6	**HOEL – II PURITAN – NEOCLASSICAL AGE**	3	1	0	4

0220131050 DSC-B3	**HOEL – I** **ANGLO SAXONS** **– ELIZABETHAN** **AGE**	**3**	**1**	**0**	4
0220033030 GE – 3	**PHONETICS AND** **SPOKEN** **ENGLISH**	**3**	**1**	**0**	4
0220034031 SEC-3	**CREATIVE AND** **CRITICAL** **EXPRESSION IN** **ENGLISH**	**1**	**0**	**1**	2
0220035021 AECC-3	**FUNCTIONAL** **ENGLISH - III**	**1**	**0**	**1**	2
VAC- 3	**COS AS** **OFFERED IN** **POOL**	**1**	**0**	**1**	2
	Total				**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – IV

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	**T**	**P**	**C**
0220141070 DSC-A7	**HOEL – III** **ROMANTIC AGE**	**3**	**1**	**0**	4
0220141080 DSC-A8	**HOEL – IV** **VICTORIAN AGE**	**3**	**1**	**0**	4
0220141070 DSC-B4	**HOEL – III** **ROMANTIC AGE**	**3**	**1**	**0**	4
0220043040 GE – 4	**LEARNING** **ENGLISH** **THROUGH** **LITERATURE**	**3**	**1**	**0**	4
0220044041 SEC-4	**MASTERING** **READING AND** **WRITING** **SKILLS**	**1**	**0**	**1**	2
0220045021 AECC-4	**FUNCTIONAL** **ENGLISH – IV**	**1**	**0**	**1**	2

VAC- 4	COS AS OFFERED IN POOL	1	0	1	2
	Total				22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – V

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
0220151090 DSC-A9	MODERN AGE	3	1	0	4
0220151010 DSC-A10	INDIAN WRITING IN ENGLISH	3	1	0	4
0220151090 DSC-B5	MODERN AGE	3	1	0	4
0220152010/ 0220152020 DSE-1	WORLD LITERATURE / PARTITION LITERATURE	3	1	0	4
0220053051/ 0220053061 GE- 5	ACADEMIC WRITING & COMPOSITION /COMMUNICATION IN MANAGEMENT	3	1	0	4
0220054051 SEC-5	TRANSLATION STUDIES	1	0	1	2
	Total				22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VI

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
0220161110 DSC-A11	LITERARY THEORY & CRITICISM	3	1	0	4
0220161120 DSC-A12	THE MODERN/POSTMODERN SCHOOL OF THOUGHT	3	1	0	4
0220161110	LITERARY THEORY & CRITICISM	3	1	0	4

Course Code/ Course Type	Course Title	L	T	P	C
DSC-B6					
0220162030/ 0220162040 DSE-2	LITERATURE OF INDIAN DIASPORA /DALIT LITERATURE	3	1	0	4
0220063071 /0220063081 GE- 6	MEDIA & COMMUNICATION (PJ) / GENDER SENSITIZATION	3	1	0	4
0220064061 SEC-6	BUSINESS COMMUNICATION	1	0	1	2
Total					22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VII

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	T	P	C
0220171130 DSC-A13	RESEARCH METHODOLOGY	3	1	0	4
0220172050/ 0220172060 DSE 3	AFRO – AMERICAN LITERATURE / CANADIAN LITERATURE	3	1	0	4
0220172070/ 0220073090 DSE 4/ GE 7	STUDIES IN FEMINIST LITERARY CRITICISM/ PSYCHOANALYTIC CRITICISM	3	1	0	4
0220172080/ 0220073101 DSE 5/ GE 8	STYLISTICS / NARRATOLOGY	3	1	0	4
	DISSERTATION ON MAJOR / MINOR /ACADEMIC PROJECT				6
Total					22

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VIII

Course Code/ Course Type	Course Title	Credit Distribution (Hours/Week)			
		L	**T**	**P**	**C**
0220181140 DSC-14	**STRUCTURALISM & POST STRUCTURALISM**	**3**	**1**	**0**	4
0220182090/ 0220182100 DSE 6	**STUDIES IN POST COLONIAL LITERARY CRITICISM/AMERICAN LITERATURE**	**3**	**1**	**0**	4
0220182110/ 0220083110 DSE 7/ GE 9	**CULTURAL STUDIES/ ECOCRITICISM**	**3**	**1**	**0**	4
0220182120/ 0220083120 DSE 08/ GE 10	**GRAPHIC LITERATURE/WAR LITERATURE**	**3**	**1**	**0**	4
	DISSERTATION ON MAJOR / MINOR /ACADEMIC PROJECT				6
	Total				**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

B.A. (Hons. with Research) Liberal Arts
SEMESTER-WISE COURSE DETAILS
SEMESTER – I
ENGLISH AS MAJOR

Course Type	Course Title
DSC A1	ENGLISH LITERATURE -I POETRY
DSC A2	ENGLISH LITERATURE – II DRAMA

DSC A1: ENGLISH LITERATURE – I POETRY

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220111010**
Course Title	**ENGLISH LITERATURE – I POETRY**
Semester	I
Number of Credits	4 (3+1+0)
Course Pre-requisite	Learners are expected to have an inclination towards the understanding of Literature and poetry in general.
Course Synopsis	This course is designed to deepen students' appreciation and understanding of poetry as a literary form. Through close reading, analysis, and discussion of a diverse selection of poems from different historical periods, cultures, and styles, students will explore the rich complexities of poetic language, imagery, form,

and theme. Emphasizing both the aesthetic qualities of poetry and its cultural and social significance, the course aims to cultivate critical thinking skills, enhance literary interpretation, and foster a lifelong love of poetry.

Course Outcomes:

At the end of the course students will be able to:

CO1	The student will be able to comprehend the fundamental elements of poetry, including form, structure, imagery, metaphor, and symbolism.
CO2	The students will be familiarized with different poetic genres, styles, and traditions, ranging from traditional forms such as sonnets and villanelles to contemporary free verse and experimental poetry.
CO3	The student will explore the historical, cultural, and social contexts in which poems are written and read, considering how poetry reflects and responds to the human experience.
CO4	Students will learn to develop their skills in close reading and literary analysis, enabling them to interpret and evaluate poems critically and perceptively.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	2	1	3	3	3	2
CO2	3	1	2	2	1	3	3	3	2
CO3	3	1	2	3	1	3	3	3	1
CO4	3	1	3	2	2	3	3	3	1
Avg	3	1	2.5	2.25	1.25	3	3	3	1.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week
Unit	Contents		
I	**Introduction To Poetry:** Figurative Understanding		

	Text 1- The World Is Too Much with Us – William Wordsworth (Understanding figurations in poetry) **Text 2 –** The Road Not Taken – Robert Frost (Understanding symbols – inherited and invested both) **(12 hours)** (CO1, CO4)
II	**Text 3 -** Shall I Compare thee To a Summer Day – William Shakespeare (Understanding Imagery in Poetry) **(12 hours)** (CO3, CO4)
III	**Text 4 -** The Tyger, The Lamb- William Blake Understanding the sounds of poetry – Rhythm & Meter: Sound and sense; Refrain: the oldest pattern; Rhythm: the rise and fall of speech; Meter: A pattern of stressed and unstressed syllables; Iambic Pentameter; Free verse; Sound and style: Reading Poetry aloud **(10 hours)** (CO1, CO2)
IV	**Text 5 –** Success is Counted Sweetest – Emily Dickinson Understanding Sound of poetry: Rhyme, alliteration and onomatopoeia: End Rhyme; Internal Rhyme; Exact Rhyme; Approximate Rhyme; Alliteration; Repeated consonant sounds; Onomatopoeia: The making of words **Text 6 -** Ozymandias – PB Shelly (Tone: Overhearing an attitude: Detecting tone; Parody: The mocking tone; Mixed Tones) **(11 hours)** (CO1, CO2, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-

Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:
- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.

- Holt, Rinehart and Winston, Robert E. Probst. Elements of Literature. Holt, Rinehart and Winston Inc. 1999

- Michael, Meyer. Poetry: An Introduction. Haddon Craftsmen Inc. 2004

DSC A2: ENGLISH LITERATURE – II DRAMA

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220111020**
Course Title	**ENGLISH LITERATURE – II** **DRAMA**
Semester	I
Number of Credits	4 (3+1+0)
Course Pre-requisite	An inclination towards understanding Literature and Drama as a form of literature and its co-relation to the general understanding of human affairs.
Course Synopsis	The course offers students an exploration of dramatic literature from various historical periods and cultural traditions. Through close reading, analysis, and interpretation of a diverse selection of plays, students will examine the unique elements of dramatic form, characterization, dialogue, and staging, while also considering the social, historical, and cultural contexts that shape each work. Emphasizing both the literary and performative aspects of drama, the course aims to deepen students' understanding of the complexities of human experience and the power of storytelling through live performance.

Course Outcomes:

At the end of the course students will be able to:

CO1	To understand the fundamental elements of drama, including plot, character, dialogue, setting, and theme.
CO2	To familiarize themselves with the historical development of dramatic literature, from ancient Greek tragedies to contemporary plays.
CO3	To examine the thematic concerns of drama, including issues of identity, power, morality, social justice, and the human condition.
CO4	To develop their skills in close reading and literary analysis of dramatic texts, enabling them to interpret and evaluate plays critically and perceptively.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	3	3	3	1
CO2	3	2	3	1	1	3	3	3	1
CO3	3	2	2	2	1	3	3	3	1
CO4	3	2	2	3	2	3	3	3	1
Avg	3	1.75	2.25	1.75	1.25	3	3	3	1

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**The Elements of Drama** The Bare Bones of Drama: Characters; conflict, suspense, climax, change; the importance of conflict and action; involving the audience; The Bare Bones of Drama in a modern classic; innovators in Drama **(10 Hours)** (CO1, CO3, CO4)
II	**One Act Play** **Text 1- Riders to the Sea – J.M. Synge** **Text 2 – A Marriage Proposal – Anton Chekhov** **(12 Hours)** (CO2, CO3)
III	**Drama** **Text 3- Shakespeare – The Tragedy of Hamlet** The English Drama, Writer, text and analysis **(12 Hours)** (CO2, CO3, CO4)
IV	**Literary Terms** Chorus; chronicle plays; comedy; comic relief; suspense; conflict; exposition; dramatic monologue; folk drama; heroic drama; irony; pun; tragedy; tragicomedy **(11 Hours)** (CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:
- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.

- Burke, Kenneth. Language as Symbolic Action: Essays on Life, Literature, and Method. University of California Press, 1966.

- Shakespeare, William. Julius Caesar. Edited by Roma Gill, Oxford UP, 2001.

- Vila, Leigh. "Riders to the Sea." Lit Charts. Lit Charts LLC, 23 Aug 2017. Web. 4 May 2024.

SEMESTER-WISE COURSE DETAILS

SEMESTER -I

ENGLISH AS MINOR

Course Type	Course Title
DSC-B1	ENGLISH LITERATURE – I POETRY

DSC-B1: ENGLISH LITERATURE – I POETRY

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220111010**
Course Title	**ENGLISH LITERATURE – I POETRY**
Semester	I
Number of Credits	4 (3+1+0)
Course Pre-requisite	Learners are expected to have an inclination towards the understanding of Literature and poetry in general.
Course Synopsis	This course is designed to deepen students' appreciation and understanding of poetry as a literary form. Through close reading, analysis, and discussion of a diverse selection of poems from different historical periods, cultures, and styles, students will explore the rich complexities of poetic language, imagery, form, and theme. Emphasizing both the aesthetic qualities of poetry and its cultural and social significance, the course aims to cultivate critical thinking skills, enhance literary interpretation, and foster a lifelong love of poetry.

Course Outcomes:	
At the end of the course students will be able to:	
CO1	The student will be able to comprehend the fundamental elements of poetry, including form, structure, imagery, metaphor, and symbolism.
CO2	The students will be familiarized with different poetic genres, styles, and traditions, ranging from traditional forms such as sonnets and villanelles to contemporary free verse and experimental poetry.
CO3	The student will explore the historical, cultural, and social contexts in which poems are written and read, considering how poetry reflects and responds to the human experience.
CO4	Students will learn to develop their skills in close reading and literary analysis, enabling them to interpret and evaluate poems critically and perceptively.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

COS	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	3	2	1	3	3	3	2
CO2	3	1	2	2	1	3	3	3	2
CO3	3	1	2	3	1	3	3	3	1
CO4	3	1	3	2	2	3	3	3	1
Avg	3	1	2.5	2.25	1.25	3	3	3	1.5

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Introduction To Poetry:** Figurative Understanding **Text 1-** The World Is Too Much with Us – William Wordsworth (Understanding figurations in poetry) **Text 2 –** The Road Not Taken – Robert Frost (Understanding symbols – inherited and invested both) **(12 hours)** (CO1, CO4)

II	**Text 3 –** Shall I compare Thee to a Summer Day – William Shakespeare (Understanding Imagery in Poetry) **(12 hours)** (CO3, CO4)
III	**Text 4 -** The Tyger, The Lamb- William Blake Understanding the sounds of poetry – Rhythm & Meter: Sound and sense; Refrain: the oldest pattern; Rhythm: the rise and fall of speech; Meter: A pattern of stressed and unstressed syllables; Iambic Pentameter; Free verse; Sound and style: Reading Poetry aloud **(10 hours)** (CO1, CO2)
IV	**Text 5 –** Success Is Counted Sweetest – Emily Dickinson Understanding Sound of poetry: Rhyme, alliteration and onomatopia: End Rhyme; Internal Rhyme; Exact Rhyme; Approximate Rhyme; Alliteration; Repeated consonant sounds; Onomatopoeia: The making of words **Text 6 -** Ozymandias – PB Shelly (Tone: Overhearing an attitude: Detecting tone; Parody: The mocking tone; Mixed Tones) **(11 hours)** (CO1, CO2, CO4)

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Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:

- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.

- Holt, Rinehart and Winston, Robert E. Probst. Elements of Literature. Holt, Rinehart and Winston Inc. 1999

- Michael, Meyer. Poetry: An Introduction. Haddon Craftsmen Inc. 2004

SEMESTER-WISE COURSE DETAILS
SEMESTER-II

ENGLISH AS MAJOR

Course Type	Course Title
DSC A3	ENGLISH LITERATURE -III SHORT STORIES
DSC A4	ENGLISH LITERATURE – IV FICTION/ NON-FICTION

DSCA3: ENGLISH LITERATURE -III SHORT STORIES

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons with Research) Liberal Arts**
Course Code	**0220121030**
Course Title	**ENGLISH LITERATURE -III** **SHORT STORIES**
Semester	II
Number of Credits	4 (3+1+0)
Course Prerequisite	Reading Inclination along with analytical mind frame for understanding the world of short stories and the meaning inherent therein.
Course Synopsis	The course " Short Stories" offers students an in-depth examination of the short story genre, focusing on narrative techniques, thematic elements, and literary analysis. Through the study of classic and contemporary short stories from diverse cultural and historical contexts, students will explore the art of storytelling, the complexities of character development, and the evocative power of language.

	Emphasizing close reading and critical interpretation, the course aims to deepen students' appreciation for the richness and diversity of short fiction and to equip them with the skills and knowledge to engage thoughtfully with literary texts.

Course Outcomes:

At the end of the course students will be able to:

CO1	To familiarize students with key elements of short story structure and narrative technique, including plot, character, setting, point of view, and theme.
CO2	To develop students' skills in close reading and literary analysis of short stories, enabling them to identify and evaluate literary devices, motifs, and symbols.
CO3	To explore the thematic concerns of short fiction, including but not limited to identity, memory, family, love, loss, freedom, and social justice.
CO4	To examine the ways in which short stories reflect and respond to cultural, social, and historical contexts, considering issues of gender, race, class, and globalization.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	2	3	2	3	2
CO2	3	3	3	3	2	3	3	3	2
CO3	2	3	3	2	2	1	2	2	3
CO4	2	3	3	3	3	2	2	3	2
Avg	2.5	3	2.75	2.5	2.25	2.25	2.25	2.75	2.25

Course Content:

L (Hours/Wee)	T (Hours/Week)	P (Hors/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week
Unit	Contents		
I	**TEXT 1: The Room on the Roof – Ruskin Bond** (Plot: The Story framework: What makes Up a Plot? Basic situation		

	(Exposition); Complications; Resolution (Denouement); Conflict: External and Internal; Foreshadowing: Clues about "What happens next"; Theme: The Story's meaning and roots: Determining a Story's Theme; The Formation of Plot based on theme) **(12 Hours)** (CO1, CO2)	
II	**TEXT 2: The Shadow – R.K. Narayan** **(**Character: The story's actors; How a writer reveals character; direct /indirect characterization; The Protagonist; Antagonist; dynamic; static; flat; round; stock character; a character's motivation) (Point of View and Tone: The story's voice: Omniscient point of view; First person point of view; third person point of view; the narrator's tone; Words and attitudes: connotation; Determining a Story's point of view) **(12 Hours)** (CO2)	
III	**TEXT 3: The Shroud - Premchand** (Setting: Putting up there: atmosphere; verisimilitude; setting and imagination; setting and emotions; setting and characters; Setting as a character) (Symbol: An Object that suggest an idea: Symbols in Literature; Is it a Symbol; Why do we use Symbols?) **(11 Hours)**. (CO3)	
IV	**TEXT 4: The Storyteller- Saki** (Irony and satire: The Might of the Word, Three types of Irony; The Ironic World of Fiction; Satire; A Social Purpose) **(10 Hours)** (CO4)	

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-

Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:

- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.
- Holt, Rinehart. Elements of Literature. Holt, Rinehart and Winston Inc. 1999
- Singh Jagdip, Kumar Praveen. The Threshold Macmillan Publishers India Limited, 2003

DSC A4: ENGLISH LITERATURE – IV FICTION/ NON-FICTION

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons with Research) Liberal Arts**
Course Code	**0220121040**
Course Title	**ENGLISH LITERATURE – IV** **FICTION/ NON-FICTION**
Semester	II
Number of Credits	4 (3+1+0)
Course Pre-requisite	Reading inclination and understanding of cultures
Course Synopsis	The course "Fiction and Nonfiction" offers students an examination of narrative forms across fiction and nonfiction genres, focusing on the ways in which stories are constructed, interpreted, and understood. Through the study of both literary and factual texts, students will explore the distinctions between imagination and reality, truth and fiction, and subjective and objective storytelling. Emphasizing critical reading and analysis, the course aims to deepen students' understanding of narrative techniques, thematic concerns, and the relationship between literature and lived experience.

Course Outcomes:

At the end of the course students will be able to:

CO1	To introduce students to the characteristics and conventions of fiction and nonfiction genres, including narrative structure, style, and point of view.
CO2	To develop students' skills in critical reading and analysis of literary and factual texts, enabling them to identify and evaluate narrative techniques, rhetorical strategies, and persuasive appeal
CO3	To explore the thematic concerns of fiction and nonfiction, including but not limited to identity, memory, truth, justice, ethics, and representation
CO4	To examine the ways in which authors use narrative to engage with social, cultural, and historical contexts, considering issues of power, privilege, marginalization, and resistance.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	2	3	3	3	2	3
CO2	2	1	3	1	1	2	3	1	3
CO3	2	1	1	1	2	3	2	3	2
CO4	3	3	1	3	1	3	3	2	1
Avg	2.25	1.5	1.75	1.75	1.5	2.75	2.5	1.5	2.25

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Non – Fiction** **TEXT 1: The Genuine Mexican Plug – Mark Twain** (Journals & Travel Literature; Informal Essays; Formal Essays; Types; Purpose; Narrative; Descriptive; Expository; Persuasive) **(12 Hours)** (CO1)
II	**TEXT 2: RMS Titanic – Hanson W Baldwin** (History, seeking the truth: Facts and opinions) **Making Something of Yourself – Russell Baker** (Autobiography: Importance of Fact and truth in autobiography**) (11 Hours)** (CO2)
III	**Fiction** **TEXT 3: A Farewell to Arms – Ernest Hemingway** (Introduction to Novella, characters, theme, symbol, motifs) (**12 Hours)** CO3)
IV	**Selected Literary Terms in Fiction / Non-Fiction (10 Hours)** (Protagonist, Antagonist, Fantasy, Magic Realism, Mystery, Roman a Clef,

	Utopia, Dystopia, Novel, Novella) (CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:
- Abrams, M. H. *A Glossary of Literary Terms.* Boston, MA: Thomson, Wadsworth. 2005.
- Hemingway, Ernest. *A Farewell to Arms*. Vintage, 2005.
- Holt, Rinehart and Winston, Robert E. Probst. *Elements of Literature.* Holt, Rinehart and Winston Inc. 1999
- Mentz, Steve. *An Introduction to the Blue Humanities*. New York Routledge.2003

SEMESTER WISE COURSE DETAILS

SEMESTER -II

ENGLISH AS MINOR

Course Type	Course Title
DSC-B2	ENGLISH LITERATURE -III SHORT STORIES

DSC-B2: ENGLISH LITERATURE -III SHORT STORIES

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons with Research) Liberal Arts**
Course Code	**0220121030**
Course Title	**ENGLISH LITERATURE -III** **SHORT STORIES**
Semester	II
Number of Credits	4 (3+1+0)
Course Pre-requisite	Reading Inclination along with analytical mind frame for understanding the world of short stories and the meaning inherent therein.
Course Synopsis	The course "Short Stories" offers students an in-depth examination of the short story genre, focusing on narrative techniques, thematic elements, and literary analysis. Through the study of classic and contemporary short stories from diverse cultural and historical contexts, students will explore the art of storytelling, the complexities of character development, and the evocative power of language. Emphasizing close reading and critical interpretation, the course aims to deepen students' appreciation for the richness and diversity of short fiction and to equip them with the skills and knowledge to engage thoughtfully with literary texts.

Course Outcomes:

At the end of the course students will be able to:

CO1	To familiarize students with key elements of short story structure and narrative technique, including plot, character, setting, point of view, and theme.
CO2	To develop students' skills in close reading and literary analysis of short stories, enabling them to identify and evaluate literary devices, motifs, and symbols.
CO3	To explore the thematic concerns of short fiction, including but not limited to identity, memory, family, love, loss, freedom, and social justice.
CO4	To examine the ways in which short stories reflect and respond to cultural, social, and historical contexts, considering issues of gender, race, class, and globalization.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	3	3	3	1
CO2	3	2	3	1	1	3	3	3	1
CO3	3	2	2	2	1	3	3	3	1
CO4	3	2	2	3	2	3	3	3	1
Avg	3	1.75	2.25	1.75	1.25	3	3	3	1

Course Content:

L	T	P	Total Hour/Week
(Hours/Wee)	(Hours/Week)	(Hours/Week)	
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**TEXT 1: The Room on the Roof – Ruskin Bond** (Plot: The Story framework: What makes Up a Plot? Basic situation (Exposition); Complications; Resolution (Denouement); Conflict: External and Internal; Foreshadowing: Clues about "What happens next"; Theme: The Story's meaning and roots: Determining a Story's Theme; The Formation of Plot based on theme) **(12 Hours)** (CO1, CO2)

II	**TEXT 2: The Shadow – R.K. Narayan** (Character: The story's actors; How a writer reveals character; direct /indirect characterization; The Protagonist; Antagonist; dynamic; static; flat; round; stock character; a character's motivation) (Point of View and Tone: The story's voice: Omniscient point of view; First person point of view; third person point of view; the narrator's tone; Words and attitudes: connotation; Determining a Story's point of view) **(12 Hours)** (CO2)
III	**TEXT 3: The Shroud – Premchand** (Setting: Putting up there: atmosphere; verisimilitude; setting and imagination; setting and emotions; setting and characters; Setting as a character) (Symbol: An Object that suggest an idea: Symbols in Literature; Is it a Symbol; Why do we use Symbols?) **(11 Hours)**. (CO3)
IV	**TEXT 4: The Storyteller- Saki** (Irony and satire: The Might of the Word, Three types of Irony; The Ironic World of Fiction; Satire; A Social Purpose) **(10 Hours)** (CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-

Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignments	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Unit Tests	University Examination

References:

- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.
- Holt, Rinehart. Elements of Literature. Holt, Rinehart and Winston Inc. 1999
- Singh Jagdip, Kumar Praveen. The Threshold Macmillan Publishers India Limited, 2003

SEMESTER-WISE COURSE DETAILS
SEMESTER-III

ENGLISH AS MAJOR

Course Type	Course Title
DSC A5	HOEL – I ANGLO SAXONS – ELIZABETHAN AGE
DSC A6	HOEL-II PURITAN –NEO-CLASSICAL AGE

DSC A5: HISTORY OF ENGLISH LITERATURE – I ANGLO SAXONS – ELIZABETHAN AGE

AKAL COLLEGE OF ARTS &SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220131050**
Course Title	**HOEL – I** **ANGLO SAXONS – ELIZABETHAN AGE**
Semester	III
Number of Credits	4 (3+1+0)
Course Pre-requisite	A basic proficiency in English to read and comprehend literary texts with prior exposure to diverse genres and literary devices. There should be a general understanding of the history of English literature as well as the ability to construct clear, coherent and basic critical commentary after textual analysis.
Course Synopsis	This course is divided into 4 units based on the thematic expression and focuses on the exploration of major authors, genres and socio-political contexts that shaped English literature. It comprehensively

	engages with the foundational texts and traces the literary, linguistic, cultural, religious and political shifts through the English literature produced from the Anglo-Saxon period to the end of the Elizabethan age to understand the influence of these on modern thought and composition.

Course Outcomes:

At the end of the course students will be able to:

CO1	Identify and critically analyze the key texts, authors, themes, figures and movements, literary styles, and techniques spanning in the narrative structures of the said timeline.
CO2	Examine and evaluate the historical and cultural influences on the production and development of literature across various timelines and genres and illustrate the awareness of the transition from oral to written traditions.
CO3	Develop confidence and cognition of textual analysis and enhance skills such as interpretation and close reading while understanding how performance is used as a tool for analyzing.
CO4	Demonstrate comprehension through the development of written and oral arguments that seek diverse interpretations and connect literary texts with their socio-political relevance, themes and issues.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	3	3	3	3	3	3
CO2	2	3	3	3	3	3	2	3	3
CO3	3	3	2	3	2	2	2	3	3
CO4	3	2	2	3	2	2	3	3	2
Avg	2.75	2.5	1.75	3	2.5	2.5	2.5	3	2.75

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week
Unit	Contents		

I	**Anglo-Saxon to Early Medieval Literature:** Historical and Cultural Context; Characteristics of the Age; Key concepts like: 'oral tradition', 'manuscript culture' 'heroic code', 'fate', 'metrical romance' etc.; Poetry: epic and elegy. **Texts**: *Beowulf* (epic); *The Wanderer* (elegy) **Literary Terms and Devices**: Kennings, Caesura, Alliteration and Elegy **(12 Hours)** (CO1, CO 2, CO 3, CO4)
II	**Middle English Literature:** Historical background (Norman conquest, black death, etc.); Age of Chaucer; Key concepts like: 'feudalism', 'chivalry', 'religious allegory' etc.; Frame narratives and Rise of vernacular English **Texts**: *The Canterbury Tales* – Geoffrey Chaucer; *Sir Gawain and the Green Knight*; *Piers Plowman* – William Langland **Literary Terms and Devices:** Allegory, Satire, Characterization and Frame Narrative **(12 Hours)** (CO1, CO 2, CO 3, CO4)
III	**Early Renaissance to Humanism:** Historical background; Key Concepts like: 'humanism, 'reformation', 'exploration', 'sonnet tradition', 'courtly life', 'patronage' etc.; Sonnets; Blank verse; The Book of Common Prayer **Texts:** *Utopia* – Thomas More **Literary Terms and Devices:** Sonnet, Irony, Rhetoric and Allusions **(11 Hours)** (CO1, CO 2, CO 3, CO4)
IV	**The Elizabethan Age:** Historical background; Key concepts like': 'Golden age of drama'; 'nationalism', 'colonization'; 'political intrigue' etc.; evolution of drama: tragedy, comedy and tragicomedy; problem plays; rise of public theatres **Texts**: *Doctor Faustus* – Christopher Marlowe (tragedy); *A Midsummer Night's Dream* - William Shakespeare (comedy) **Literary Terms and Devices:** Blank Verse, Soliloquy, Metaphor and Revenge Tragedy. **(10 Hours)** (CO1, CO 2, CO 3, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-

Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Ashok, Padmaja. *The Social History of England*. Orient BlackSwan, 2011.
- Carter, Ronald, and John McRae. *The Routledge history of literature in English: Britain and Ireland*. Routledge, 2016.
- Kautsky, Karl, and Henry James Stenning. *Thomas More and His Utopia*. New York: Russell & Russell, 1959.
- Langland, William. *Piers Plowman B Version*. Vol. 2. Univ of California Press, 1988.
- Long, William J. *English Literature: Its History and its significance for the life of the English-speaking World*. Good Press, 2019.
- Marlowe, Christopher. *Doctor Faustus*. Broadview Press, 2007.
- Pearsall, Derek. *The Canterbury Tales*. Routledge, 2013.
- Sanders, Andrew. *The short Oxford history of English literature*. Oxford University Press, 1996.
- Shakespeare, William, 1564-1616. A Midsummer Night's Dream. New York: Signet Classic, 1998.

DSC A6: HOEL-II PURITAN –NEO-CLASSICAL AGE

Course Type	Course Title
DSC A6	HOEL-II PURITAN – NEO-CLASSICAL AGE

DSC A6: HOEL-II PURITAN – NEO-CLASSICAL AGE

AKAL COLLEGE OF ARTS &SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220131060**
Course Title	**HOEL-II** **PURITAN – NEO-CLASSICAL AGE**
Semester	IV
Number of Credits	4 (3+1+0)
Course Pre-requisite	Foundational understanding of literary analysis and historical literary periods is expected. Students should have completed at least one prior course in English literature covering the History of English Literature from the Anglo Saxon to the Renaissance.
Course Synopsis	This course comprehensively explores the Puritan and Neoclassical Ages in British and European literature, spanning from the early 17th to the late 18th centuries. Students will examine the historical and cultural transformations of the period, engaging with key literary movements and genres such as Metaphysical poetry, Cavalier poetry, Heroic drama, Graveyard poetry, Comedy of Manners, Periodical essays, and the Literature of Sensibility. Through close reading and textual analysis of selected essays, poetry, fiction, and drama, the course delves into the formal innovations and thematic concerns that define Puritan and Neoclassical literature.

Course Outcomes:	
At the end of the course students will be able to:	
CO1	Critically analyze the historical and cultural foundations of the Puritan Neoclassical Age, identifying key philosophical, political, and artistic influences on its literature.
CO2	Examine the defining thematic and stylistic features of Puritan- Neoclassical across multiple genres such as essays, fiction, drama, and poetry, thus demonstrating awareness of both canonical and lesser-known figures.
CO3	Interpret and evaluate representative texts; civil wars, rise of Puritanism, rise of prose writing over poetry, allegory and symbolism, satire and criticism, order and decorum.
CO4	Develop coherent written and oral arguments that connect literary texts with their socio-political and aesthetic contexts, drawing on close reading, critical theory, and comparative frameworks.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	3	3	3	3	3	3
CO2	2	3	3	3	3	3	2	3	3
CO3	3	3	2	3	2	2	2	3	3
CO4	3	2	2	3	2	2	3	3	2
Avg	2.75	2.5	1.75	3	2.5	2.5	2.5	3	2.75

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	**1hr/week**	**0**	**4hrs/week**
Unit	**Contents**		
I	**Introduction:** Historical and Cultural Context, Characteristics of the Age, Major forms and genres (such as cavalier poets, graveyard poetry, Heroic drama, Periodical essays, transitional poetry, literature of sensibility, etc.), Major Figures in the Puritan and Neoclassical Age. **(12 Hours)** (CO1, CO3, CO4)		

II	**Essays:** Richard Steele: "The Spectator Club", Literary Terms (Essays and their types, Deism, Decorum, allegory, Antithesis, Cliché, Carpe diem, Satire) **(12 Hours)** (CO2, CO3)
III	**Poetry** Milton – L Allegro Alexander Pope- Rape of the Lock **(10 Hours)** (CO2, CO3)
IV	**Fiction** Daniel Defoe- Robinson Crusoe **(11 Hours)** (CO1, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)

Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:

- Abrams, M. H. (Meyer Howard), 1912-2015. *A Glossary of Literary Terms.* Boston, MA: Thomson, Wadsworth, 2005.

- Defoe, Daniel. *Robinson Crusoe*. Edited by Michael Shinagel, Norton, 1994.

- Long, William J. *English Literature: Its History and Its Significance for the Life of the English-Speaking World*. Atlantic Publishers & Distributors (P) Ltd, 2023.

- Pope, Alexander. *The Rape of the Lock*. Edited by Thomas Marc Parrott, Ginn and Company, 1906.

- Steele, Richard. "The Spectator Club." *The Spectator*, no. 2, 1711. Reprinted in *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, 10th ed., vol. 1, W. W. Norton, 2018, pp. 2623–2628.

SEMESTER-WISE COURSE DETAILS
SEMESTER-III

ENGLISH AS MINOR

Course Type	Course Title
DSC B 3	HOEL – I ANGLO SAXONS – ELIZABETHAN AGE

DSC B 3: HISTORY OF ENGLISH LITERATURE – I ANGLO SAXONS – ELIZABETHAN AGE

AKAL COLLEGE OF ARTS &SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220131050**
Course Title	**HOEL - I** **ANGLO SAXONS – ELIZABETHAN AGE**
Semester	III
Number of Credits	4 (3+1+0)
Course Pre-requisite	A basic proficiency in English to read and comprehend literary texts with prior exposure to diverse genres and literary devices. There should be a general understanding of the history of English literature as well as the ability to construct clear, coherent and basic critical commentary after textual analysis.
Course Synopsis	This course is divided into 4 units based on the thematic expression and focuses on the exploration of major authors, genres and socio-political contexts that shaped English literature. It comprehensively engages with the foundational texts and traces the literary, linguistic, cultural, religious and political shifts through the English literature produced from the Anglo-Saxon period to the end of the Elizabethan

	age to understand the influence of these on modern thought and composition.

Course Outcomes:

At the end of the course students will be able to:

CO1	Identify and critically analyze the key texts, authors, themes, figures and movements, literary styles, and techniques spanning in the narrative structures of the said timeline.
CO2	Examine and evaluate the historical and cultural influences on the production and development of literature across various timelines and genres and illustrate the awareness of the transition from oral to written traditions.
CO3	Develop confidence and cognition of textual analysis and enhance skills such as interpretation and close reading while understanding how performance is used as a tool for analyzing.
CO4	Demonstrate comprehension through the development of written and oral arguments that seek diverse interpretations and connect literary texts with their socio-political relevance, themes and issues.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	3	3	3	3	3	3
CO2	2	3	3	3	3	3	2	3	3
CO3	3	3	2	3	2	2	2	3	3
CO4	3	2	2	3	2	2	3	3	2
Avg	2.75	2.5	1.75	3	2.5	2.5	2.5	3	2.75

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Anglo-Saxon to Early Medieval Literature:** Historical and Cultural Context; Characteristics of the Age; Key concepts like: 'oral tradition', 'manuscript culture' 'heroic code', 'fate', 'metrical romance' etc.; Poetry: epic and elegy.

	Texts: *Beowulf* (epic); *The Wanderer* (elegy) **Literary Terms and Devices**: Kennings, Caesura, Alliteration and Elegy **(12 Hours)** (CO1, CO 2, CO 3, CO4)
II	**Middle English Literature:** Historical background (Norman conquest, black death, etc.); Age of Chaucer; Key concepts like: 'feudalism', 'chivalry', 'religious allegory' etc.; Frame narratives and Rise of vernacular English **Texts**: *The Canterbury Tales* – Geoffrey Chaucer; *Sir Gawain and the Green Knight*; *Piers Plowman* – William Langland **Literary Terms and Devices:** Allegory, Satire, Characterization and Frame Narrative **(12 Hours)** (CO1, CO 2, CO 3, CO4)
III	**Early Renaissance to Humanism:** Historical background; Key Concepts like: 'humanism, 'reformation', 'exploration', 'sonnet tradition', 'courtly life', 'patronage' etc.; Sonnets; Blank verse; The Book of Common Prayer **Texts:** *Utopia* – Thomas More **Literary Terms and Devices:** Sonnet, Irony, Rhetoric and Allusions **(11 Hours)** (CO1, CO 2, CO 3, CO4)
IV	**The Elizabethan Age:** Historical background; Key concepts like': 'Golden age of drama'; 'nationalism', 'colonization'; 'political intrigue' etc.; evolution of drama: tragedy, comedy and tragicomedy; problem plays; rise of public theatres **Texts**: *Doctor Faustus* – Christopher Marlowe (tragedy); *A Midsummer Night's Dream* - William Shakespeare (comedy) **Literary Terms and Devices:** Blank Verse, Soliloquy, Metaphor and Revenge Tragedy. **(10 Hours)** (CO1, CO 2, CO 3, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-

Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.
- Carter, Ronald, and John McRae. *The Routledge history of literature in English: Britain and Ireland*. Routledge, 2016.
- Kautsky, Karl, and Henry James Stenning. *Thomas More and His Utopia*. New York: Russell & Russell, 1959.
- Langland, William. *Piers Plowman B Version*. Vol. 2. Univ of California Press, 1988.
- Long, William J. *English Literature: Its History and its significance for the life of the English-speaking World*. Good Press, 2019.
- Marlowe, Christopher. *Doctor Faustus*. Broadview Press, 2007.
- Pearsall, Derek. *The Canterbury Tales*. Routledge, 2013.
- Sanders, Andrew. *The short Oxford history of English literature*. Oxford University Press, 1996.
- Shakespeare, William, 1564-1616. A Midsummer Night's Dream. New York: Signet Classic, 1998.

SEMESTER-WISE COURSE DETAILS
SEMESTER- IV

ENGLISH AS MAJOR

Course Type	Course Title
DSC A7	HOEL-III ROMANTIC AGE
DSC A8	HOEL – IV VICTORIAN AGE

DSC A7: HOEL-III   ROMANTIC AGE

ALAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons. with Research) Liberal Arts**
Course Code	**0220141070**
Course Title	**HOEL-III** **ROMANTIC AGE**
Semester	IV
Number of Credits	4 (3+1+0)
Course Pre-requisite	Foundational understanding of literary analysis and historical literary periods is expected. Students should have completed at least one prior course in English literature covering the History of English Literature from the Renaissance to the Enlightenment.
Course Synopsis	This course offers a comprehensive exploration of the Romantic Age in British and European literature, spanning the late 18th to early 19th centuries. Students will engage with the historical and cultural upheavals of the period, including the French Revolution, the rise of industrial modernity, and evolving ideas of self, nature, and imagination. Through close reading and textual analysis of selected

	essays, poetry, fiction, and drama, the course investigates the formal innovations and thematic concerns of Romantic writers.

Course Outcomes:

At the end of the course students will be able to:

CO1	Critically analyze the historical and cultural foundations of the Romantic Age, identifying key philosophical, political, and artistic influences on its literature
CO2	Examine the defining thematic and stylistic features of Romanticism across multiple genres such as essays, fiction, drama, and poetry, thus demonstrating awareness of both canonical and lesser-known figures.
CO3	Interpret and evaluate typical Romantic texts in relation to core movements such as the French Revolution, the Gothic revival, the Sublime, imagination, and the role of nature.
CO4	Develop coherent written and oral arguments that connect literary texts with their socio-political and aesthetic contexts, drawing on close reading, and comparative frameworks.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	1	3	3	2	2
CO2	3	2	3	2	1	3	2	3	2
CO3	3	1	2	3	1	3	3	2	2
CO4	2	3	3	3	2	2	2	3	3
Avg	2.75	2.0	2.5	2.75	1.25	2.75	2.5	2.5	2.25

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	**1hr/week**	**0**	**4hrs/week**

Unit	Contents
I	**Introduction:** Historical and Cultural Context Characteristics of the Age Major forms and genres (such as gothic fiction, lyric poetry etc.)

	Major Figures in the Romantic Age Key Movements (French Revolution, retreat to nature and the Sublime, pastoralism, imagination, gothic revival etc.). **(12 Hours)** (CO1, CO2, CO3)
II	**Essay:** "On Gusto" (1815) by Wiliam Hazlitt **Literary Terms:** Gusto, **a**phorism, parataxis, tone, subjectivity **(10 Hours)** (CO2, CO4)
III	**Novel and Short Stories:** *Frankenstein* by Mary Shelley "The Vampyre" (1819) by John Polidori **Literary Terms:** Frame Narrative, epistolary form, monstrosity, Byronic hero **(10 Hours)** (CO2, CO3)
IV	**Play and Poetries:** *The Cenci* by P.B. Shelley (1819), "This Lime-tree Bower my Prison" by S.T. Coleridge (1797), "A Slumber Did My Spirit Seal" (1798) by William Wordsworth **Literary Terms:** Lyric, Blank Verse, Poetic Diction, Tragic Flaw (Hamartia), Blank Verse, Poetic Diction, Nature Imagery, Enjambment **(13 Hours)** (CO2, CO3)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-

Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:

- Byron, George Gordon. "She Walks in Beauty." T*he Norton Anthology of English Literature*, edited by Stephen Greenblatt, vol. 2, 10th ed., W.W. Norton, 2018, p. 618.

- Coleridge, Samuel Taylor. "This Lime-tree Bower My Prison." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, vol. 2, 10th ed., W.W. Norton, 2018, pp. 441–443

- Greenblatt, Stephen. "The Romantic Period." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, W.W. Norton, pp. 1-25.

- Hazlitt, William. "On Gusto." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, WW Norton, pp. 538-541.

- Polidori, John William. *The Vampyre: A Tale*. 1819. *Project Gutenberg*, 27 Oct. 2004, www.gutenberg.org/ebooks/6087.

- Shelley, Mary. *Frankenstein*. Penguin Classics, 2012.

- Shelley, Percy Bysshe. *The Cenci: A Tragedy in Five Acts*. 1819. Project Gutenberg, 6 Oct. 2005, www.gutenberg.org/ebooks/6765.

- Wordsworth, William. "A Slumber Did My Spirit Seal." *Poetry Foundation*, www.poetryfoundation.org/poems/45578/a-slumber-did-my-spirit-seal.

Course Type	Course Title
DSC A8	HOEL – IV VICTORIAN AGE

DSC A8: HOEL – IV VICTORIAN AGE

AKAL COLLEGE OF ARTS &SOCIAL SCIENCES	
Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Name of the Program	B.A. (Hons with Research) Liberal Arts
Course Code	0220141080
Course Title	HOEL – IV VICTORIAN AGE
Semester	IV
Number of Credits	4 (3+1+0)
Course Prerequisite	An inclination towards understanding Literature its co-relation to the general understanding of human affairs.
Course Synopsis	This course offers an in-depth exploration of the Victorian Age a period marked by industrial revolution, empire, scientific advancement, and complex moral questions. The course examines how literature from this era both reflected and shaped the socio-political, religious, and philosophical debates of the time. Students will engage with a range of texts—poetry, novels, nonfiction prose, and drama—produced by major Victorian writers. The course will analyse key themes such as gender roles, class conflict, colonialism, doubt and faith, the idea of progress, and the rise of realism. Through critical reading, discussion, and contextual analysis, students will gain a nuanced understanding of Victorian literature as a reflection of its time and as a significant influence on modern literary forms and concerns.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand the historical, cultural, and intellectual background of Victorian literature.
CO2	Analyze key texts in relation to major Victorian themes and debates.
CO3	Identify the stylistic and formal innovations of Victorian writers.
CO4	Develop critical arguments through close reading and contextual understanding.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	3	3	3	1
CO2	3	2	3	1	1	3	3	3	1
CO3	3	2	2	2	1	3	3	3	1
CO4	3	2	2	3	2	3	3	3	1
Avg	3	1.75	2.25	1.75	1.25	3	3	3	1

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Introduction:** Victorian age and society, The Literary Characteristics of the age, Literary Movements of the Age, The Victorian Novel, Victorian Prose, Victorian Poets, Differences between Romantic and Victorian poetry, Prose, Poetry, Drama, Novel, Pre-Raphaelite brotherhood **(12 Hours)** **Literary Terms related to age:** Realism, Didacticism, Sentimentalism, Melodrama, Morality, Empire / Colonial Discourse, Utilitarianism, Gothic Revival, Pre-Raphaelite Aesthetic, Picaresque, Decadence, Serial Publication (CO1, CO2)
II	**Essay** R.L. Stevenson: An Apology for Idlers **Literary Terms and Devices:** **(10 Hours)** (CO2, CO3, CO4)
III	**Novel** Thomas Hardy: *Mayor of Casterbridge*

	Literary Terms and Devices: Social Problem Novel, Condition of England Novel, Industrial Novel, Bildungsroman, Domestic Novel, Tragic Hero, Determinism / Fatalism, Naturalism, Irony of Fate, Foil Character, Rustic Realism, Chronotope, Psychological Realism, Pathetic Fallacy **(11 Hours)** (CO2, CO3, CO4)	
IV	**Plays and Poetries** Arthur Miller: *Death of A Salesman* Mathew Arnold: The Scholar Gypsy **Literary Terms and Devices:** Tragedy (Modern Tragedy), Expressionism, Flashback, Realism, Capitalist Critique, American Dream, Foreshadowing, Irony, Symbolism, Stage Directions, Characterization **(12 Hours)** (CO2, CO3, CO4)	

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests

Seminars	University Examination

References:
- Abrams, M. H. A Glossary of Literary Terms. Boston, MA: Thomson, Wadsworth. 2005.
- Green, Norman. *The Victorian Novel: A Guide to the Criticism*. Routledge, 1998.
- Jordan, John O. *The Victorians: A Study of English Society and Literature in the Nineteenth Century*. Oxford University Press, 2009.
- Miller, J. Hillis. *The Victorian Novel*. Cambridge University Press, 1988.
- Victorian Literature: A Critical Reader, edited by David Brauner and Andrew Maunder, Wiley-Blackwell, 2010.
- Singh, T. *History of English Literature*. 1st ed., R. Chand & Co., 1999.

SEMESTER-WISE COURSE DETAILS
SEMESTER- IV

ENGLISH AS MINOR

Course Type	Course Title
DSC B 4	HOEL-III ROMANTIC AGE

DSC B 4: HOEL-III ROMANTIC AGE

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Name of the Program	**B.A. (Hons with Research) Liberal Arts**
Course Code	**0220141070**
Course Title	**HOEL-III ROMANTIC AGE**
Semester	IV
Number of Credits	4 (3+1+0)
Course Pre-requisite	Foundational understanding of literary analysis and historical literary periods is expected. Students should have completed at least one prior course in English literature covering the History of English Literature from the Renaissance to the Enlightenment.
Course Synopsis	This course offers a comprehensive exploration of the Romantic Age in British and European literature, spanning the late 18th to early 19th centuries. Students will engage with the historical and cultural upheavals of the period, including the French Revolution, the rise of industrial modernity, and evolving ideas of self, nature, and imagination. Through close reading and textual analysis of selected essays, poetry, fiction, and drama, the course investigates the formal innovations and thematic concerns of Romantic writers.
Course Outcomes:	

At the end of the course students will be able to:	
CO1	Critically analyze the historical and cultural foundations of the Romantic Age, identifying key philosophical, political, and artistic influences on its literature
CO2	Examine the defining thematic and stylistic features of Romanticism across multiple genres such as essays, fiction, drama, and poetry, thus demonstrating awareness of both canonical and lesser-known figures.
CO3	Interpret and evaluate typical Romantic texts in relation to core movements such as the French Revolution, the Gothic revival, the Sublime, imagination, and the role of nature.
CO4	Develop coherent written and oral arguments that connect literary texts with their socio-political and aesthetic contexts, drawing on close reading, and comparative frameworks.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) S=strong, W=weak, M=medium

Cos	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	1	3	3	2	2
CO2	3	2	3	2	1	3	2	3	2
CO3	3	1	2	3	1	3	3	2	2
CO4	2	3	3	3	2	2	2	3	3
Avg	2.75	2.0	2.5	2.75	1.25	2.75	2.5	2.5	2.25

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Introduction:** Historical and Cultural Context Characteristics of the Age Major forms and genres (such as gothic fiction, lyric poetry etc.) Major Figures in the Romantic Age Key Movements (French Revolution, retreat to nature and the Sublime, pastoralism, imagination, gothic revival etc.). **(12 Hours)**

	(CO1, CO2, CO3)	
II	**Essay:** "On Gusto" (1815) by Wiliam Hazlitt **Literary Terms:** Gusto, aphorism, parataxis, tone, subjectivity **(10 Hours)** (CO2, CO4)	

III	**Novel and Short Stories:**
	
	     Frankenstein by Mary Shelley
	
	     "The Vampyre" (1819) by John Polidori
	
	Literary Terms: Frame Narrative, epistolary form, monstrosity, Byronic hero (**10 Hours)**
	
	(CO2, CO3)	

IV	**Play and Poetries:**
	
	     The Cenci by P.B. Shelley (1819),
	
	     "This Lime-tree Bower my Prison" by S.T. Coleridge (1797),
	
	     "A Slumber Did My Spirit Seal" (1798) by William Wordsworth
	
	Literary Terms: Lyric, Blank Verse, Poetic Diction, Tragic Flaw (Hamartia), Blank Verse, Poetic Diction, Nature Imagery, Enjambment **(13 Hours)**
	
	(CO2, CO3)	

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:

- Byron, George Gordon. "She Walks in Beauty." T*he Norton Anthology of English Literature*, edited by Stephen Greenblatt, vol. 2, 10th ed., W.W. Norton, 2018, p. 618.

- Coleridge, Samuel Taylor. "This Lime-tree Bower My Prison." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, vol. 2, 10th ed., W.W. Norton, 2018, pp. 441–443

- Greenblatt, Stephen. "The Romantic Period." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, W.W. Norton, pp. 1-25.

- Hazlitt, William. "On Gusto." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, WW Norton, pp. 538-541.

- Polidori, John William. *The Vampyre: A Tale*. 1819. *Project Gutenberg*, 27 Oct. 2004, www.gutenberg.org/ebooks/6087.

- Shelley, Mary. *Frankenstein*. Penguin Classics, 2012.

- Shelley, Percy Bysshe. *The Cenci: A Tragedy in Five Acts*. 1819. Project Gutenberg, 6 Oct. 2005, www.gutenberg.org/ebooks/6765.

- Wordsworth, William. "A Slumber Did My Spirit Seal." *Poetry Foundation*, www.poetryfoundation.org/poems/45578/a-slumber-did-my-spirit-seal.

COMBINED LIST OF SKILL ENHANCEMENT COURSES (SEC), ABILITY ENHANCEMENT COURSES (AEC), AND VALUE ADDITION COURSES (VAC)

AS PER NEP-2020
WITH EFFECT FROM AUGUST, 2024 (SEMESTER-I)

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem.	Code of Subject
		SEC COURSES					
1.	SEC	Bakery, Confectionary and Snack Products	1+0+1	ODD	Food Tech	I	0140014011
2.	SEC	**SOFT SKILLS**	1+0+1	ODD	ENGLISH	I	0220014011
3.	SEC	Introduction to GurmatSangeet (with Harmonium)- 1	0+0+2	Odd	Music	1	0250014011
4.	SEC	Field Botany	1+0+1	ODD	Botany	I	0310014011
5.	SEC	Advanced Excel	1+0+1	ODD	Mathematics	I	0330014011
6.	SEC	Personal Financial Planning	1+0+1	ODD	Commerce	I	0410014011
7.	SEC	Office Management	1+0+1	ODD	Management	I	0430014011
8.	SEC	Interior Design and Décor	1+0+1	ODD	Computer	1	0610014011
9.	SEC	Culinary Arts and Catering Science	1+0+1	ODD	Food Tech	I	0140014021
		AEC COURSES					
1.	AEC	**FUNCTIONAL ENGLISH -I**	1+0+1	ODD	ENGLISH	I	0220015011
2.	AEC	ਪੰਜਾਬੀ ਮੁੱਢਲਗਿਆਨ-।	1+0+1	ODD	Punjabi	1	0280015011
3.	AEC	सामान्यहिंदीभाषाऔरभाषाविज्ञान।	1+0+1	ODD	Hindi	1	0230015011
4.	AEC	Environmental Science- I	1+0+1	ODD	Botany	1	0310015011
		VAC COURSES					
1.	VAC	Constitutional Values and Fundamental Duties	1+0+1	ODD	Pol. Sci	I	0260016011
2.	VAC	Emotional Intelligence	1+0+1	Odd	Psychology	I	0270016011
2.	VAC	Fit India	1+0+1	ODD	Sports	I	0290016011

ETERNAL UNIVERSITY, BARU SAHIB

FACULTY AND DEPARTMENT WISE COMBINED LIST OF GENERAL ELECTIVE (GE) COURSES AS PER NEP- 2020

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem.	Code of Subject
1	GE	Essentials of Economics	3+1+0	Odd	Economics	I	0420013010
2	GE	Sectoral Issues in Indian Economy	3+1+0	Odd	Economics	I	0420013020
3	GE	Business & Commercial Knowledge	3+1+0	Odd	Commerce	I	0410013010
4	GE	Fundamentals of Management	3+1+0	Odd	Management	I	0430013010
5	GE	**ENGLISH FLUENCY –** **(MASTERING THE ART OF COMMUNICATION)**	3+1+0	Odd	English	I	0220013010
6	GE	ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ -l	3+1+0	Odd	Punjabi	I	0280013010
7	GE	हिन्दी गद्य उद्भव एवं विकास- क	3+1+0	Odd	Hindi	I	0230013010
8	GE	Hindustani Music (Vocal/ Instrumental)- 1	2+0+2	Odd	Music	I	0250013011
9	GE	Principles of Instrumental analysis	3+0+1	Odd	Chemistry & Biochemistry	I	0320013011
10	GE	Algebra	3+1+0	Odd	Mathematics	I	0330013010
11	GE	Basic Zoology	3+0+1	Odd	Zoology	I	0360013011

COMBINED LIST OF SKILL ENHANCEMENT COURSES (SEC), ABILITY ENHANCEMENT COURSES (AEC), AND VALUE ADDITION COURSES (VAC) AS PER NEP-2020

(SEMESTER-II)

Sr. No.	Course	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code of Subject
1	SEC	Mushroom Cultivation	1+0+1	EVEN	DKSGACA	II	0170024011
2	SEC	**PERSONALITY DEVELOPMENT**	1+0+1	EVEN	English	II	0220024021
3	SEC	Introduction to Gurmat Sangeet (with Harmonium)- 2	0+0+2	Even	Music	II	0250024021
4	SEC	कार्यालयी हिन्दी	1+0+1	Even	Hindi	II	0230024011
5	SEC	Water Technology	1+0+1	Even	Chemistry	II	0320024011
6	SEC	Introduction to R Programmimg	1+0+1	Even	Mathematics	II	0330024021
7	SEC	Event Management	1+0+1	EVEN	Management	II	0430024021
8	SEC	First Aid (Basic)	1+0+1	Even	Nursing	II	0710024011
9	SEC	Geriatric Care	1+0+1	Even	Nursing	II	0710024021
10	SEC	Mastering Typing	1+0+1	Even	Computer	II	0610024021

LIST OF ABILITY ENHANCEMENT COURSES (AEC) AS PER NEP, 2020

Sr. No.	Course	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code
1	AEC	**FUNCTIONAL ENGLISH -I**	1+0+1	EVEN	English	II	0220025011
2	AEC	ਪੰਜਾਬੀ ਭੁੰਦਲਾ ਗਿਆਨ -I	1+0+1	EVEN	Punjabi	II	0280025011
3	AEC	सामान्य हिंदी भाषा और भाषा विज्ञान	1+0+1	EVEN	Hindi	II	0230025011
4	AEC	Environmental Science- I	1+0+1	EVEN	Botany	II	0310025011

LIST OF VALUE ADDITION COURSES (VAC) AS PER NEP, 2020

Sr. No.	Course	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code
1.	VAC	National Cadet Corps -I	1+0+1	EVEN	NCC UNIT	II	0110026011
2	VAC	Yoga: Philosophy and Practice	1+0+1	EVEN	Sports	II	0290026021
3	VAC	**CULTURE AND COMMUNICATION**	1+0+1	EVEN	English	II	0220026011

ETERNAL UNIVERSITY, BARU SAHIB

COMBINED LIST OF GENERAL ELECTIVE(GE) COURSES AS PER NEP- 2020

SEMESTER - II

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code of Subject
1	GE	Agribusiness Management	3+1+0	Even	Management	II	0430023020
2	GE	Basic of Accounting	3+1+0	Even	Commerce	II	0410023020
3	GE	Introductory Development Economics	3+1+0	Even	Economics	II	0420023040
4	GE	Basic Issues in Environmental Economics	3+1+0	Even	Economics	II	0420023040
5	GE	Plant Diversity Conservation for Sustainable Development All students can opt this course except B.Sc. (Hons. With Research) Life Sciences	3+0+1	Even	Botany	II	0310023011
6	GE	Wildlife Conversation All students can opt this course except B.Sc.(Hons. With Research) Life Sciences	3+0+1	Even	Zoology	II	0360023021
7	GE	Basic of Electricity and Magnetic All students can opt this course except B.Sc.(Hons. With Research) Physical Sciences	3+0+1	Even	Physics	II	0350023011
8	GE	Calculus All students can opt this course except B.Sc.(Hons. With Research) Physical Sciences	3+0+1	Even	Mathematics	II	0330023021
9	GE	**ENGLISH FLUENCY - I (MASTERING THE ART OF COMMUNICATION)**	3+1+0	Even	English	II	0220023010
10	GE	हिन्दी गद्य साहित्य का उद्भव एवं विकास- क	3+1+0	Even	Hindi	II	0230023010
11	GE	ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ –I	3+1+0	Even	Punjabi	II	0280023010
12	GE	Hindustani Music (Vocal/Instrumental)	2+0+2	Even	Music	II	0250023021
13	GE	Operating System	3+0+1	Even	Computer	II	0610023021

14	GE	Indus Valley to Vedic Age	3+1+0	Even	History	II	0240023010
15	GE	Community Psychology	3+0+1	Even	Psychology	II	0270023011
16	GE	(ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ -II)	3+0+1	Even	Punjabi	II	0280023020

ETERNAL UNIVERSITY, BARU SAHIB

LIST OF SEC, AEC, VAC AS PER NEP, 2020

SEMESTER-III (2025 - 26)

Sr. No	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code of Subject
1	SEC	Introduction to Latex	1+0+1	Odd	Mathematics	III	0330034031
2	SEC	Bee-keeping and its management	1+0+1	Odd	Zoology	III	0360034011
3	SEC	Household Planning and Budgeting	1+0+1	Odd	Economics	III	0420034011
4	SEC	Nanotechnology and Its Applications	1+0+1	Odd	Physics	III	0350034011
5	SEC	Microbiological Analysis of Water, Soil and Air	1+0+1	Odd	Microbiology	III	0340034011
6	SEC	Python for Beginners	1+0+1	Odd	Computer	III	0610034031
7	SEC	Computer System Hardware	1+0+1	Odd	Computer	III	0610034031
8	AEC	Environmental Sciences - II	1+0+1	Odd	Botany	III	0310035021
9	AEC	ਪੰਜਾਬੀ ਮੁੱਢਲਾ ਗਿਆਨ - II	1+0+1	Odd	Punjabi	III	0280035031
10	AEC	Functional English – II	1+0+1	Odd	English	III	0220035021
11	VAC	Financial Literacy	1+0+1	Odd	Commerce	III	0410036011
12	VAC	ਮੱਧਕਾਲੀ ਕਾਵਿ ਪਰੰਪਰਾ ਵਿਚ ਨੈਤਿਕਤਾ ਦਾ ਸੰਕਲਪ	1+0+1	Odd	Punjabi	III	0280036011
13	VAC	Human Rights: Theory and Practices	1+0+1	Odd	Political Science	III	0260036021
14	AEC	समाचार संकलन और लेखन	1+0+1	Odd	Hindi	III	0230035021
15	SEC	Chemistry of Cosmetics & Hygiene Products	1+0+1	Odd	Chemistry & Bichemistry	III	0320034021
16	SEC	Solid Waste Management	1+0+1	Odd	Botany	III	0310034021
17	SEC	ਪੰਜਾਬੀ ਦ੍ਰਿਸ਼ ਮੀਡੀਆ ਅਤੇ ਪਟਕਥਾ ਲੇਖਣ	1+0+1	Odd	Punjabi	III	0280034011
18	SEC	**CREATIVE AND CRITICAL EXPRESSION IN ENGLISH**	1+0+1	Odd	English	III	0220034031

ETERNAL UNIVERSITY, BARU SAHIB

LIST OF GENERAL ELECTIVE (GE) COURSES AS PER NEP - 2020

SEMESTER – III (2025-26)

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem.	Code of Subject
1	GE	Plant and Human Welfare	3+0+1	Odd	Botany	III	0310033021
2	GE	Fundamentals of Mechanics	3+0+1	Odd	Physics	III	0350033021
3	GE	Principles of Instrumental Analysis	3 +0+1	Odd	Chemistry and Biochemistry	III	0320033021
4	GE	Entrepreneurial Skills	3+1+0	Odd	Management	III	0430033030
5	GE	Rural Development Programmes	3+1+0	Odd	Economics	III	0420033030
6	GE	Legal Aspects of Business	3+1+0	Odd	Commerce	III	0410033030
7	GE	ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ - III	3+1+0	Odd	Punjabi	III	0280033030
8	GE	Hindustani Music (Vocal/ Instrumental)- III	2+0+2	Odd	Music	III	0250033031
9	GE	**Phonetics and Spoken English**	3+1+0	Odd	English	III	0220033030
10	GE	Youth, Gender and Identity	3+1+0	Odd	Psychology	III	0270033020
11	GE	काव्य एवं प्रयोजनमूलक हिन्दी	3+1+0	Odd	Hindi	III	0230033020
12	GE	Database Management System	3+0+1	Odd	Computer	III	0610033031

ETERNAL UNIVERSITY, BARU SAHIB

LIST OF SEC, AEC, VAC AS PER NEP, 2020

SEMESTER – IV (2025 -26)

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code of Subject
1	SEC	Plant Identification Techniques	1+0+1	Even	Botany	IV	0310044021
2	SEC	Food Fermentation Techniques	1+0+1	Even	Microbiology	IV	0340044021
3	SEC	Social Survey Methods	1+0+1	Even	Economics	IV	0420044021
4	SEC	Introduction to Web Design	1+0+1	Even	Computer	IV	0610044041
5	VAC	ਸਾਹਿਤ ਅਤੇ ਮਨੁੱਖੀ ਚਰਿੱਤਰ ਦੀ ਨਿਰਮਾਣਕਾਰੀ	1+0+1	Even	Punjabi	IV	0280046021
6	VAC	Science and society	1+0+1	Even	Chemistry & Biochemistry	IV	0320046011
7	VAC	Digital Storytelling	1+0+1	Even	English	IV	0220046021
8	AEC	ਪੰਜਾਬੀ ਮੁੱਢਲਾ ਗਿਆਨ - II	1+0+1	Even	Punjabi	IV	0280045041
9	AEC	Environmental Sciences - II	1+0+1	Even	Botany	IV	0310045021
10	AEC	Functional English – II	1+0+1	Even	English	IV	0220045021
11	AEC	समाचार संकलन और लेखन	1+0+1	Even	Hindi	IV	0230045021
12	SEC	ਪੰਜਾਬੀ ਪੱਤਰਕਾਰੀ ਅਤੇ ਸਾਹਿਤਕ ਪੱਤਰਕਾਰੀ	1+0+1	Even	Punjabi	IV	0280044021
13	SEC	**MASTERING READING AND WRITING SKILLS**	1+0+1	Even	English	IV	0220044041

ETERNAL UNIVERSITY, BARU SAHIB

LIST OF GENERAL ELECTIVE (GE) COURSES AS PER NEP- 2020

SEMESTER – IV (2025-26)

Sr. No.	Course Code	Course Title	Credits L+T+P	Semester	Offering Department	Sem	Code of Subject
1	GE	Introduction to Microbiology	3+0+1	Even	Microbiology	IV	0340043011
2	GE	Indian Economy and Governance	3+1+0	Even	Economics	IV	0420043040
3	GE	Aquatic Biology	3+0+1	Even	Zoology	IV	0360043031
4	GE	Business Laws	3+1+0	Even	Management	IV	0430043040
5	GE	Fundamentals of Startup Finance	3+1+0	Even	Commerce	IV	0410024040
6*	GE	Foundation of Real Analysis	3+1+0	Even	Mathematics	IV	0330331030
7	GE	Essentials of Electromagnetic Waves and Optics	3+0+1	Even	Physics	IV	0350043031
8	GE	**Learning English Through Literature**	3+1+0	Even	English	IV	0220043040
9	GE	Hindustani Music (Vocal / Instrumental) - 4	2+0+2	Even	Music	IV	0250043041
10	GE	ਭਾਸ਼ਾਈ ਯੋਗਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ - IV	3+1+0	Even	Punjabi	IV	0280043040
11	GE	Computer Networks	3+0+1	Even	Computer	IV	0610043041
12	GE	Mathematical Concepts and Applications	3+1+0	Even	Mathematics	IV	0330043030

*Cancelled

DETAILS OF POOL COURSES FOR GE, SEC, AEC and VAC
AS OFFERED
BY
THE DEPARTMENT OF ENGLISH &COMMUNICATION STUDIES
FOR SEMESTER I & SEMESTER II

Course Type	Course Title
GE – 1	ENGLISH FLUENCY – I (MASTERING THE ART OF COMMUNICATION)

GE – 1: ENGLISH FLUENCY – I

Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Course Code	**0220023010**
Course Title	**ENGLISH FLUENCY – I** **(MASTERING THE ART OF COMMUNICATION)**
Semester	I
Number of Credits	4 (3+1+0)
Course Pre-requisite	This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts
Course Synopsis	The "English Fluency- I " course is designed to help students achieve greater proficiency in speaking, understanding, reading, and writing in English. Through a combination of interactive lessons, practice exercises, and real-world scenarios, this course aims to build students' confidence and competence in using English effectively in various contexts. Emphasizing communication skills, grammar, vocabulary, and cultural awareness, the course provides a comprehensive framework for developing fluency in English.

Course Outcomes:

At the end of the course students will be able to:

CO1	This course will equip the student with basic grammatical and vocabulary skills in English and will make them communicate effectively in their everyday contexts.

CO2	The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.
CO3	It aims to hone students' ability to communicate effectively in English, focusing on clear pronunciation, accurate grammar, and appropriate vocabulary for a variety of contexts.
CO4	It will enhance their conversational skills allowing students to engage in everyday dialogues, discussions, and presentations with fluency and confidence.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	Attributes of Communication – process, objectives, representation, methodology (**12 Hours**) (CO1, CO3, CO4)
II	Methods – Understanding Types, understanding media and modes, Understanding Channels (**12 Hours**) (CO2.CO3)
III	Problems – Understanding types of Barriers, understanding need-based skills Understanding LSRW with activity learning (**11 Hours**) (CO 2, CO3)
IV	Group Communication – Understanding types, roles and responsibilities, interviews, public relation (**10 Hours**) (CO1, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-

Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Morgan, Esther. 'The Lost Word', New Writing. ed. Penelope Lively and George Szirtes, Picador India, 2001.
- Sharma, Natasha. Squiggle Gets Stuck: All About Muddled Sentences. India: Penguin Books Limited, 2016.
- Rai, Urmila. Business Communication. Himalaya Publishing House. 2006.

Course Type	Course Title
GE – II	ENGLISH FLUENCY – II (MASTERING THE ART OF COMMUNICATION)

GE – II: ENGLISH FLUENCY – II

(MASTERING THE ART OF COMMUNICATION)

Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Course Code	0220023020
Course Title	ENGLISH FLUENCY – II (MASTERING THE ART OF COMMUNICATION)
Semester	II
Number of Credits	4 (3+1+0)
Course Pre-requisite	This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts
Course Synopsis	The "English Fluency- II " course is designed to help students achieve greater proficiency in speaking, understanding, reading, and writing in English. Through a combination of interactive lessons, practice exercises, and real-world scenarios, this course aims to build students' confidence and competence in using English effectively in various contexts. Emphasizing communication skills, grammar, vocabulary, and cultural awareness, the course provides a comprehensive framework for developing fluency in English.

Course Outcomes:

At the end of the course students will be able to:

CO1	This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
CO2	The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

CO3	It will enhance students' ability to communicate effectively in English, focusing on clear pronunciation, accurate grammar, and appropriate vocabulary for a variety of contexts.
CO4	Enhance conversational skills, allowing students to engage in everyday dialogues, discussions, and presentations with fluency and confidence.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	Basic Writing Skills, Sentence building, punctuation, Creating Coherence, Organization and development, Techniques **(12 Hours)** (CO1, CO3, CO4)
II	Identifying common errors, Subject Verb agreement, misplaced modifiers, articles, prepositions, redundancies, cliches **(12 Hours)** (CO2, CO3)
III	Written Communication – Essentials of Good communication, Writing effectively, Letters, Job Applications, Enquiries and replies **(11 Hours)** (CO1, CO3, CO4)
IV	Meetings, Reports, Summarization, paragraphs, Presentation **(10 Hours)** (CO2.CO3)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-

Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:

- Morgan, Esther. 'The Lost Word', New Writing. ed. Penelope Lively and George Szirtes, Picador India, 2001.

- Sharma, Natasha. Squiggle Gets Stuck: All About Muddled Sentences. India: Penguin Books Limited, 2016.

- Rai, Urmila. Business Communication. Himalaya Publishing House. 2006.

Course Type	Course Title
SEC- I	SOFT SKILLS

SEC- I: SOFT SKILLS

Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Course Code	**0220014011**
Course Title	**SOFT SKILLS**
Semester	I
Number of Credits	2 (1+0+1)
Course Pre-requisite	The course is suitable for students of all majors and backgrounds, with content designed to address individual learning needs and styles.
Course Synopsis	The " Soft Skills" course is designed to help students cultivate essential interpersonal and intrapersonal skills that are critical for success in both personal and professional environments. This course explores various soft skills, such as communication, teamwork, problem-solving, adaptability, and emotional intelligence. Through interactive activities, group projects, and self-assessment, students will learn to navigate complex social dynamics and develop the skills needed to thrive in diverse settings.

Course Outcomes:

At the end of the course students will be able to:

CO1	Enhance students' communication skills, focusing on verbal, non-verbal, and written communication in various contexts.
CO2	Foster effective teamwork and collaboration by emphasizing the importance of cooperation, conflict resolution, and leadership skills.
CO3	Develop problem-solving and critical thinking abilities, enabling students to approach challenges with creativity and resourcefulness.
CO4	Strengthen emotional intelligence by exploring self-awareness, empathy, and emotional regulation in interpersonal interactions

Mapping of Course Outcomes (COs) to Program Outcomes (POs/ PSOs) S=strong, W=weak, M=medium

Course Content:			
L (Hours/Week)	**T** (Hours/Week)	**P** (Hours/Week)	**Total Hour/Week**
1hr/week	**Nil**	**2hrs/week**	**3hrs /week**
Unit	**Contents**		
I	**UNDERSTANDING ATTITUDE:** definition, purpose, classification, components of attitudes, formation of attitude. Psychological factors, impact, change of attitudes, techniques of changing attitude in a person, individual self-esteem, bridging the gap between positive and negative attitude building, difference between attitude and behavior, understanding social value system. **(4 Hours)** (CO2, CO4)		
II	**GOAL SETTING**—introduction, understanding the rubrics of goal setting, definition of goal, types of goals, importance of goal setting, goal setting process, identification and classification of objects, goal setting examples, career goals, benefits of career goal setting, goal setting tips, Swot as an effective tool **(4 Hours)** (CO1, CO3)		
III	**COMMUNICATION SKILLS** – communication process, types of communication, barriers to effective communication, listening skills, importance of tone of voice, voice clarity, verbal expressiveness, tips to develop communication skills in organizational set up, communication in job roles **(3 Hours)** (CO1, CO4)		
IV	**VOCABULARY ENRICHMENT** - definition and importance – word formation: prefixes and suffixes, compound words, compound nouns, compound adjectives, synonyms and antonyms, homonyms, homophones, idioms and phrases, one-word substitutes, confused words, tips for vocabulary enrichment, oral presentation, techniques and tasks, self –introduction, talking about objects, description of person, welcome speech, vote of thanks **(4 Hours)** (CO1, CO2)		
PRACTICAL	1. Speaking modules: Presentations 2. Practicing Interviews 3. Listening to audio visuals of great leaders 4. Drafting reports in organizational set up **(30 Hours)**		

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only Less ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.
- Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26
- Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini
- Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and
- Learning to Write III, "What makes Good Writing Good". In Fluency in English II, Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Rai, Urmila. Business Communication. Himalaya Publishing House. 2006.

Course Type	Course Title
SEC- II	PERSONALITY DEVELOPMENT

SEC- II: PERSONALITY DEVELOPMENT

Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Course Code	**0220024021**
Course Title	**PERSONALITY DEVELOPMENT**
Semester	II
Number of Credits	2 (1+0+1)
Course Prerequisite	A willingness to reflect on personal habits, behaviors, and attitudes. This introspective approach is crucial for personal growth and improvement and a genuine interest in learning about oneself and developing skills that contribute to improved communication, confidence, and interpersonal relationships.
Course Synopsis	The "Personality Development" course is designed to help individuals understand, improve, and refine their personal and professional attributes. This course explores various aspects of personality development, including self-awareness, confidence, communication skills, leadership, and emotional intelligence. Through interactive sessions, reflective exercises, and group activities, students will learn how to enhance their personal growth and cultivate a positive, adaptable, and resilient personality.

Course Outcomes:

At the end of the course students will be able to:

CO1	Build confidence and self-esteem through practical exercises and constructive feedback.
CO2	Strengthen emotional intelligence by exploring emotional awareness, empathy, and relationship management.

CO3	Cultivate leadership skills, including teamwork, decision-making, and conflict resolution.
CO4	Promote a growth mindset and adaptability, encouraging students to embrace change and seek continuous improvement. Emphasize the importance of ethics, integrity, and social responsibility in personal and professional life.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr /week	0	2hrs/week	3hrs /week

Unit	Contents
I	**Introduction to Personality Development** The concept of personality, dimensions of personality, significance of personality development, theories, determinants of personality building, importance of personality development for overall success **(4 Hours)** (CO1, CO4)
II	**Attitude & Motivation** Attitude, concept, significance, factors affecting attitudes, positive attitude – advantages, negative attitude- disadvantages, ways to foster positive attitude, differences between personalities having positive and negative attitude. concept of motivation, theories, significance, importance of self- motivation- factors leading to de-motivation **(4 Hours)** (CO2, CO3)
III	**Interpersonal & Intrapersonal Grooming** Understanding the concepts, hard skills, soft skills, effective communication methods, social approach, problem solving techniques, conflict resolution, decision making, leadership traits, character building, team-work, time management, work ethics, metacommunication **(4 Hours)** (CO1)
IV	**Body language** Definition, types, functions, role, significance, kinesics, proxemics, chronemics, haptics, paralanguage, emulating body language of leaders and skilled managers **(3 Hours)** (CO2, CO3)
PRACTICAL	1. Speaking exercises

	2. Conflict resolution exercises
	3. Team work exercises
	4. Group Discussions
	5. Personality enrichment: SWOT planning / Interviews
	6. Open house debates / discussions **(30 Hours)**

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
- Mile, D.J Power of positive thinking. Delhi. Rohan Book Company. 2004.

- Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.

- Smith, B. Body Language. Delhi: Rohan Book Company. 2004

- Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.

Course Type	Course Title
AECC - I	FUNCTIONAL ENGLISH – I

AECC – I: FUNCTIONAL ENGLISH – I

Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Course Code	**0220015011/0220025011**
Course Title	**FUNCTIONAL ENGLISH – I**
Semester	I
Number of Credits	2 (1+0+1)
Course Pre-requisite	The course is suitable for students of all majors and backgrounds, with content designed to address individual learning needs and styles.
Course Synopsis	The "Functional English- I " course is designed to help students develop practical English language skills for everyday communication and professional settings. This course focuses on enhancing fluency, accuracy, and confidence in using English for various functional purposes, such as workplace communication, social interactions, and daily tasks. Students will engage in interactive activities, real-life simulations, and hands-on practice to build the foundational skills necessary for effective communication in English-speaking environments.

Course Outcomes:	
At the end of the course students will be able to:	
CO1	To introduce corrective measures to eliminate grammatical errors in speaking and writing.

CO2	To learn the theoretical and conceptual understanding of the elements of grammar.
CO3	To enhance the learners' ability of communicating accurately and fluently
CO4	To enable the learners to achieve accuracy in oral production by encouraging the use of a pronunciation dictionary (Oxford Advanced Learners' Dictionary).

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs /week

Unit	Contents
I	Introduction to grammar (Mechanics of grammar, its importance etc.); different approaches to grammar: traditional, generative, transformative, and communicative. **(4Hours)** (CO1, CO3)
II	Articles & determiners. Forms & functions of nouns, pronouns, prepositions. Verbs (transitive & intransitive, regular & irregular), tense & aspect, auxiliaries (primary & modal). Forms & functions of adjectives, adverbs. **(4Hours)** (CO1, CO2)
III	Prefix and Suffix, Infix to Post fix conversation, Synonyms, antonyms, standard abbreviation. **(3 Hours)** (CO2, CO3)
IV	Sentence structures, types, clauses, phrases – definition and types, voice- active, passive, speech – direct, indirect, Connectives, Punctuation – Importance, List of Punctuations **(4 Hours)** (CO1, CO2, CO 3)
PRACTICAL	1. Developing activities related to L, S, R, W Skills 2. Reading newspaper article 3. Innovative narration practice 4. Short talks

	5. Public speech **(30 Hours)**

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Hewings, M. (2011) Advanced English Grammar. Cambridge Univ. Press, India.
- Leech, G. & J. Svartvik (2002) A Communicative Grammar of English. Pearson, India.
- Murphy, R. (2009) Intermediate English Grammar. Cambridge Univ. Press, India.
- Pandey J. H. (2008) Complete Grammar, Shree Book Centre, Mumbai, India.
- Wren, P. C. & H. Martin (2000) High School English Grammar and Composition, S. Chand & Co, New Delhi.

Course Type	Course Title
VAC	CULTURE AND COMMUNICATION

VAC: CULTURE AND COMMUNICATION

Name of the Department	DEPARTMENT OF ENGLISH AND COMMUNICATION STUDIES
Course Code	0220026011
Course Title	CULTURE AND COMMUNICATION
Semester	II
Number of Credits	2 (1+0+1)
Course Pre-requisite	The students are expected to have an affinity for English literature and be familiar with the area of intersection between language and culture. A basic understanding of communication theories and practices with a proficient background in prior exposure to diverse cultures is a must.
Course Synopsis	The course is meant to introduce the students to the interdisciplinary platform of culture and communication. The students will be able to analyze the complex structure of how culture constructs the semantics of communication with the help of myriad forms of exchanges, perspectives, and ideological transactions. It will provide a deeper understanding of the dynamic relationship between culture and communication, instilling the necessary skills to navigate intercultural interactions effectively.

Course Outcomes:

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

CO1	The students will be able to demonstrate a significant competence in intercultural communication and will be able to critically assess the role of media and technology in cultural communications.

CO2	The students will be able to analyze the various cultural dimensions and their profound impact on communication. They will be able to apply various communication strategies in diverse cultural contexts.

CO3	The students will be able to comprehend the diverse forms of cultural exchanges and familiarize themselves with the impact of globalization on these exchanges. They will also implicate the various teachings by using appropriate techniques to resolve cross-cultural conflicts.
CO4	The students will be prepared to navigate the complexities of cultural interactions in a globalized world and will be able to address the ethical considerations in any intercultural communication by promoting global citizenship.
CO5	The students will be able to design, conduct, and analyse their research projects on intercultural communication and present the findings in an effective manner.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs /week

Unit	Contents
I	**Locating Cultural Communication**: Introduction to Literature; Introduction to Culture; Introduction to Communication; Dimensions of communication; Discussions on media and cultural transactions **(3 Hours)** CO 1, CO3
II	**The Intersection of Culture and Communication**: The dimensions of culture; the theories of cultural communication; Language and Linguistics; Language Barriers; Cultural Significance and Methods like storytelling and oral traditions; Media and cultural representations w.r.t media influence, global media, social media, digital communication, stereotypes and biases in cultural communication. **(4 Hours)** CO 1, CO3, CO 5

III	**Intercultural Communication and Competence**: Cultural awareness in recognizing and understanding cultural differences; Adaptability in adjusting communication strategies in different cultural contexts; building skills for intercultural interactions like empathy and open-mindedness. **(4 Hours)** CO2, CO3
IV	**Globalization and Cultural Exchanges**: cultural hybridity, cultural preservation, analyzing-world examples of failed intercultural communications; practicing intercultural communication scenarios; researching and presenting on cultural issues; navigating ethical dilemmas; ethical principles in intercultural interactions, promoting understanding and cooperation across cultures. **(4 Hours)** CO 2, CO3, CO4
PRACTICAL	1. Debates 2. Discussion 3. Analyzing global examples of failed intercultural communication 4. Cultural exchange activities (**30 Hours**)

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Self-directed learning (SDL) / Tutorial	-
Problem-Based Learning (PBL)	-
Revision	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Mid Semester Examination 1
Seminars	University Examination
Problem-Based Learning (PBL)	Multiple Choice Questions (MCQ)
Journal Club	Short Answer Questions (SAQ)
Quiz	Long Answer Question (LAQ)

References:
- Bonvillain, Nancy. *Language, Culture, and Communication: The Meaning of Messages*. 7th ed., Pearson, 2014.
- Hall, Edward T. *Beyond Culture*. Anchor Books, 1976.
- Hodkinson, Paul. *Media, Culture, and Society: An Introduction*. 2nd ed., Sage Publications, 2017.
- Lister, Martin; Dovey, Jon and Giddings, Seth (2008) New Media: A Critical Introduction. New York: Routledge.
- Samovar, Larry A., et al. *Communication Between Cultures*. 9th ed., Cengage Learning, 2016.

DETAILS OF POOL COURSES FOR GE, SEC, AEC and VAC
AS OFFERED
BY
THE DEPARTMENT OF ENGLISH &COMMUNICATION STUDIES
FOR SEMESTER III & SEMESTER IV

Course Type	Course Title
GE – III	PHONETICS AND SPOKEN ENGLISH

GE – III: PHONETICS AND SPOKEN ENGLISH

AKAL COLLEGE OF ARTS &SOCIAL SCIENCE	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Course Code	**0220033030**
Course Title	**PHONETICS AND SPOKEN ENGLISH**
Semester	III
Number of Credits	4 (3+1+0)
Course Pre-requisite	Students enrolling in this course are expected to have a foundational understanding of linguistic concepts, including basic knowledge of phonology, morphology, and syntax.
Course Synopsis	Students will engage with various varieties of English to understand accents, intelligibility, and pronunciation issues in second-language acquisition contexts. The course also includes ear-training, speech recording analysis, and transcription practice, preparing students for advanced research or teaching careers that require a command of spoken English and phonetic analysis.
	By the end of the course, students will have developed critical listening skills, improved pronunciation and spoken fluency, and gained the ability to analyse and transcribe spoken English with phonetic precision.
Course Outcomes:	

At the end of the course students will be able to:	
CO1	This course will equip the student with basic understanding of phonetics
CO2	The course aims to equip them with skills that will help them interact with sounds and understanding of sounds
CO3	It aims to hone students' ability to communicate effectively in English, focusing on clear pronunciation, accuracy and appropriate vocabulary for a variety of contexts.
CO4	It will enhance their conversational skills allowing students to engage in linguistic presentations with fluency and confidence.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	**1hr/week**	**0**	**4hrs/week**
Unit	**Contents**		
I	**Introduction to Phonetics and Phonology** Definition and scope of phonetics and phonology; Branches of phonetics: articulatory, acoustic, and auditory; Speech vs. writing; Phoneme, allophone, minimal pairs; Introduction to IPA (International Phonetic Alphabet) **(12 Hours)** (CO1, CO2)		
II	**Organs of Speech and Classification of Sounds** Organs of speech and their functions; Air-stream mechanisms; Classification of speech sounds: vowels and consonants; Place and manner of articulation Voicing **(12 Hours)** (CO1, CO2)		
III	**English Consonants and Vowels** Description and classification of English consonants; Description and classification of English vowels; Pure vowels (monophthongs); Diphthongs and triphthongs; Cardinal vowels **(10 Hours)** (CO2, CO3, CO4)		
IV	**Syllables and Suprasegmental Features**		

	The syllable: structure and types; Stress: word stress and sentence stress
	Intonation patterns in English (falling, rising, fall-rise); Rhythm in connected speech;
	Weak forms, assimilation, elision, linking
	(11 Hours)
	(CO2, CO3, CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Ashby, Michael, and John Maidment. *Introducing Phonetic Science*. Cambridge University Press, 2005.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. 2nd ed., Macmillan India, 2000.

- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 5th ed., Cambridge University Press, 2020.
- Sethi, J., and P. V. Dhamija. *A Course in Phonetics and Spoken English*. 2nd ed., PHI Learning Pvt. Ltd., 2006.

Course Types	Course Title
GE – IV	LEARNING ENGLISH THROUGH LITERATURE

GE – IV: LEARNING ENGLISH THROUGH LITERATURE

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Course Code	0220043040
Course Title	LEARNING ENGLISH THROUGH LITERATURE
Semester	IV
Number of Credits	4 (3+1+0)
Course Pre-requisite	This course is intended for students who have studied and grasped the basics English proficiency and elementary exposure to reading and writing strategies. This course prepares students to engage with literary genres and express themselves clearly in every walk of life.
Course Synopsis	This course offers an innovative approach to learning English by engaging students with a rich selection of literary texts. Through poems, short stories and dramatic scenes, students will develop core language skills such as reading, writing, listening, and speaking, within meaningful contexts. The course emphasizes vocabulary development, grammar in use and creative expression while introducing key literary elements and genres. By exploring literature from diverse voices and traditions, students will enhance their comprehension, critical thinking, and communication skills in English.

Course Outcomes:

At the end of the course students will be able to:

CO1	Interpret and respond to a variety of literary texts with improved reading comprehension, identifying key themes, characters, and stylistic features.
CO2	Communicate ideas effectively in spoken and written English, using appropriate grammar, vocabulary, and tone in both academic and creative contexts.

CO3	Apply literary and linguistic concepts to analyze texts and express personal, critical, or imaginative responses through discussion, presentation, and writing.
CO4	Demonstrate confidence in oral expression through role play, debate, storytelling, and performance-based activities inspired by literary works.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
3hrs/week	1hr/week	0	4hrs/week

Unit	Contents
I	**Introduction:** What is literature? Role of literature in learning English, Literary genres: prose, poetry, drama, Reading strategies: prediction, skimming, scanning. (**12 Hours**) (CO2 and CO4)
II	**Short Stories and Personal Response:** Exploring narrative structure: plot, character, setting, Vocabulary development: idioms, collocations, phrasal verbs, Writing: summaries, reflective responses, creative reimagining. FOCUS TEXTS: "The Gift of the Magi" by O. Henry and "How Much Land Does a Man Need" by Leo Tolstoy. (**12 Hours**) (CO1, CO2, CO3 and CO4)
III	**Poetry and Language of Emotion:** Literary devices: metaphor, simile, personification, symbolism, Rhythm, sound, and imagery in poetry. POEMS: "Stopping by Woods on a Snowy Evening" by Robert Frost and "Caged Bird" by Maya Angelou. (**10 Hours**) (CO1, CO2, CO3 and CO4)

IV	**Drama, Dialogue, and Argumentation:** Elements of drama: dialogue, conflict, monologue, stage directions, Grammar in context: modals, conditionals, tenses. FOCUS TEXT: *The Bear* by Anton Chekhov. **(11 Hours)** (CO1, CO2, CO3 and CO4)

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Test
Seminars	University Examination

References:
- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2014.

- Carter, Ronald, and John McRae, editors. *The Cambridge Guide to Literature in English*. Cambridge University Press, 2001.

- Chekhov, Anton. *The Bear*. 1898. *Project Gutenberg*, www.gutenberg.org/ebooks/11414.

- Collie, Joanne, and Stephen Slater. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge University Press, 1990.

- Eagleton, Terry. "Introduction: What is Literature." *Literary Theory: An Introduction*, Blackwell Publishing, 2008.

- Frost, Robert. "Stopping by Woods on a Snowy Evening." *Poetry Foundation*, www.poetryfoundation.org/poems/45580/stopping-by-woods-on-a-snowy-evening.

- Kane, Thomas S. *The Oxford Essential Guide to Writing*. Oxford University Press, 2000.

- Nuttall, Christine. *Teaching Reading Skills in a Foreign Language*. 4th ed., Macmillan Education, 2005.

- O. Henry. "The Gift of the Magi." 1905. *Project Gutenberg,*www.gutenberg.org/ebooks/7256.

- Tolstoy, Leo. "How Much Land Does a Man Need?" 1886. Project Gutenberg, www.gutenberg.org/ebooks/13405.

Course Type	Course Title
SEC- III	CREATIVE AND CRITICAL EXPRESSION IN ENGLISH

SEC- III: CREATIVE AND CRITICAL EXPRESSION IN ENGLISH

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES	
Name of the Department	**DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES**
Course Code	**0220034031**
Course Title	**CREATIVE AND CRITICAL EXPRESSION IN ENGLISH**
Semester	III
Number of Credits	2 (1+0+1)
Course Pre-requisite	The course is open to undergraduate students from all disciplines. No prior experience in creative writing is required. A basic proficiency in English and an openness to creative exploration and critical discussion will enable students to fully benefit from the course.
Course Synopsis	This course offers students an engaging introduction to the practices of creative writing and critical thinking. It emphasizes the power of language in shaping thought and expression while fostering imagination, originality, and analytical precision. Through the study of literary forms such as short fiction, poetry, and creative non-fiction, students will develop both a creative voice and the critical tools to refine their work. Regular writing exercises, peer review, and reflective practice will support the development of a personal writing portfolio. The course encourages students to view writing not only as an artistic endeavor but also as a method of thinking deeply and communicating effectively.

Course Outcomes:

At the end of the course students will be able to:

CO1	Understand and apply the principles of creative writing and critical thinking.
CO2	Demonstrate originality and coherence in written expression across genres.

CO3	Analyze and critique literary texts using critical thinking strategies.
CO4	Revise written work through peer feedback and reflective editing to improve clarity and effectiveness.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs /week
Unit	Contents		
I	**Introduction to Creative Writing and Critical Thinking:** What is creativity? What is critical thinking? Thinking divergently and convergently; The writing process, Journal writing. **(4 Hours)** (CO1, CO2)		
II	**Language, Style, and Expression:** Tone, voice, register, and audience; Figurative language and imagery; Sentence variation and rhythm; Diction and clarity. **(4 Hours)** (CO1, CO2)		
III	**Exploring Literary Forms:** Fiction: short story; flash fiction; Poetry: free verse, found poetry, spoken word; Creative Non-fiction: memoir, travel writing, reflective essay. **(3 Hours)** (CO2, CO3)		
IV	**Critical Thinking Through Reading and Writing:** Reading as a writer; writing as a reader, Argumentation and interpretation; Analyzing creative texts: what works, what does not and why; Critical reflection on personal writing; Peer Feedback **(4 Hours)** (CO2, CO3)		
PRACTICAL	1. Critical Reflection Piece 2. Micro-fiction writing 3. Peer Review Exercise 4. Group Writing Exercise **(30 Hours)**		

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Barnet, Sylvan, et al. *Critical Thinking, Reading, and Writing: A Brief Guide to Argument*. 11th ed., Bedford/St. Martin's, 2021.
- Edberg, Hélène. *Creative Writing for Critical Thinking: Creating a Discoursal Identity*. Springer, 2017.
- Lau, Joe Y. F. *An Introduction to Critical Thinking and Creativity: Think More, Think Better*. Wiley, 2011.
- Mokhtari, Tara. *The Bloomsbury Introduction to Creative Writing*. 2nd ed., Bloomsbury Academic, 2019.
- Morgan, Rachel, et al. *Elements of Creative Writing*. Open Textbook Library, 2021.
- Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Viking, 2014.

- Scott, Jeremy. *Creative Writing and Stylistics: Revised and Expanded Edition*. Bloomsbury Academic, 2023.

- Starkey, David. *Creative Writing: Four Genres in Brief*. 3rd ed., Bedford/St. Martin's, 2017.

Course Type	Course Title
SEC- IV	MASTERING READING AND WRITING SKILLS

SEC- IV: MASTERING READING AND WRITING SKILLS

Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Course Code	**0220044041**
Course Title	**MASTERING READING AND WRITING SKILLS**
Semester	IV
Number of Credits	2 (1+0+1)
Course Pre-requisite	A student taking up this course should have an inclination to read and write.
Course Synopsis	This course is designed to develop and enhance students' proficiency in reading and writing English for academic and professional purposes. It focuses on improving reading comprehension, critical thinking, and analytical abilities through exposure to a variety of texts across genres. The writing component emphasizes clarity, coherence, accuracy, and effective organization of ideas. Students will learn to construct well-structured paragraphs and essays, summarize and paraphrase texts, and engage in reflective and argumentative writing.

Course Outcomes:

At the end of the course students will be able to:

CO1	To strengthen reading comprehension and critical analysis of texts.
CO2	To develop clear, coherent, and grammatically accurate writing.
CO3	To familiarize students with different writing formats and rhetorical styles.
CO4	To enhance vocabulary, syntax, and overall language proficiency.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs /week
Unit	Contents		
I	**Fundamentals of Reading and Writing** Nature and purpose of reading and writing, Types of reading (skimming, scanning, intensive, extensive), The reading-writing connection, Reading strategies: previewing, predicting, inferring, questioning, Writing as a process: brainstorming, outlining, drafting, revising, editing **(4 Hours)** (CO1, CO3)		
II	**Reading Comprehension and Interpretation** Reading academic texts and identifying main ideas, Understanding structure and argumentation, Interpreting data from charts, graphs, and tables, Making inferences and drawing conclusions, summarizing texts **(4 Hours)** (CO1, CO2)		
III	**Paragraph and Essay Writing** Parts of a paragraph: topic sentence, supporting details, coherence; Types of paragraphs: narrative, descriptive, expository, persuasive; Essay structure: introduction, body, conclusion; Unity and coherence in writing **(4 Hours)** (CO2, CO3)		
IV	**Textual Analysis** Toasted English – RK Narayan Art & Literature – Abdul Kalam **(3 Hours)** (CO1, CO2)		
PRACTICAL	1. Summary of articles 2. Critical response to reading and writing 3. Book Review 4. Comparative analysis of any two texts 5. Drafting article / research papers **(30 Hours)**		

	6. Comprehension passages with multiple-choice and open-ended questions

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Class Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
- Fairbairn, Gavin, and Christopher Winch. *Reading, Writing and Reasoning: A Guide for Students*. 4th ed., Open University Press, 2011.
- Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed., Cambridge UP, 2006.
- Langan, John. *College Writing Skills with Readings*. 10th ed., McGraw-Hill Education, 2018.

Course Type	Course Title
AECC - II	FUNCTIONAL ENGLISH – II

AECC – II: FUNCTIONAL ENGLISH – II

Name of the Department	DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES
Course Code	0220035021/0220045021
Course Title	FUNCTIONAL ENGLISH – II
Semester	II
Number of Credits	2 (1+0+1)
Course Pre-requisite	The course is suitable for students of all majors and backgrounds, with content designed to address individual learning needs and styles.
Course Synopsis	The "Functional English- II " course is designed to help students develop practical English language skills for everyday communication and professional settings. This course focuses on enhancing fluency, accuracy, and confidence in using English for various functional purposes, such as workplace communication, social interactions, and daily tasks. Students will engage in interactive activities, real-life simulations, and hands-on practice to build the foundational skills necessary for effective communication in English-speaking environments.

Course Outcomes:

At the end of the course students will be able to:

CO1	To rebuild vocabulary and make the student enrich in terms of listening, speaking correct English.
CO2	Understanding Grammer and its technicalities and its role in reading, speaking and writing.
CO3	To enhance the learner's ability to communicate effectively with correct sentence building and comprehension

CO4	To enable the learner to achieve accuracy in all types of communication.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs/week

Unit	Contents
I	**LISTENING** Introduction to Listening, Listening as a process, modes of listening, types, factors affecting listening, measures to improve listening, advantages of effective listening **(4 Hours)** (CO1)
II	**SPEAKING** Understanding Speaking as a concept, Vocabulary Enhancement, Concept and understanding of Word Formation, Process of Word formation, Root words from Foreign Languages and their use in English **(4 Hours)** (CO1, CO 2)
III	**READING** Introduction, types of texts, reading techniques, reading comprehension, unseen passages **(3 Hours)** (CO1, CO2, CO3)
IV	**WRITING** Writing as a process in communication, techniques, paragraph writing, report writing, letter writing, presentation techniques in writing. **(4 Hours)** (CO4)
PRACTICAL	1. Develop five activities related to LSRW Skills 2. Reading Newspaper articles 3. Listening exercises 4. Debate, Declamation, Group discussions, public speaking **(30 Hours)**

Teaching - Learning Strategies and Contact Hours

Teaching - Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Multiple Choice Questions (MCQ)
Assignment	Short Answer Questions (SAQ)
Viva-voce/Presentation	Long Answer Question (LAQ)
Quiz	Unit Tests
Seminars	University Examination

References:
- Kumar, Kulbhushan. English for Technical Professionals. Khanna Book Publishing Pvt.Ltd.2022.
- Leech, G. & J. Svartvik (2002) A Communicative Grammar of English. Pearson, India.
- Pandey J. H. (2008) Complete Grammar, Shree Book Centre, Mumbai, India.
- Murphy, R. (2009) Intermediate English Grammar. Cambridge Univ. Press, India.
- Hewings, M. (2011) Advanced English Grammar. Cambridge Univ. Press, India.
- Wren, P. C. & H. Martin (2000) High School English Grammar and Composition, S. Chand & Co, New Delhi.

VAC: DIGITAL STORYTELLING

Name of the Department	**DEPARTMENT OF ENGLISH AND COMMUNICATION STUDIES**
Course Code	**0220046021**
Course Title	**DIGITAL STORYTELLING**
Semester	IV
Number of Credits	2 (1+0+1)
Course Prerequisite	The students are expected to have an affinity for English literature with a basic background in computer literacy that includes file handling, web browsing and simple applications. A basic understanding of communication and a keen interest in storytelling, media and/or creative expression is a must.
Course Synopsis	The course is meant to introduce the students to the interdisciplinary platform where they are taught the art and technique of telling stories through the use of digital media. An attempt at blending narrative theory with practical experience will enable the students to explore how traditional storytelling has transformed in the digital age. Students will be able to foster creativity, critical thinking and technical competence to tell compelling stories across all digital platforms

Course Outcomes:

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

CO1	The students will be able to demonstrate significant competence in understanding how to conceptualize and engage a diverse audience through effective digital stories
CO2	The students will be able to utilize various digital tools for scriptwriting, storyboarding, a/v production and post-production editing, thus demonstrating technical proficiency and caliber.

CO3	The students will be able to integrate diverse multimedia elements such as voiceover, images, music, etc., to create and publish original digital stories that communicate messages and themes effectively.
CO4	The students will be prepared to participate and collaborate effectively in creative teams to enhance the storytelling process and improve digital media projects.
CO5	The students will be able to critically evaluate digital narratives by providing constructive feedback that reflects in the various contexts, such as ethical, cultural and social implications of digital storytelling.

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	Total Hour/Week
1hr/week	0	2hrs/week	3hrs/week

Unit	Contents
I	**Foundations of Digital Storytelling:** Evolution of storytelling in the digital era; Narrative structures and components of a digital story; Cultural and ethical considerations in storytelling; Understanding audience and purpose. (CO 1, CO 3) **(4 Hours)**
II	**Story Development – Scriptwriting and Storyboarding:** Visual Storytelling and writing a story visually; Voice, tone and narrative intent; Storyboarding: visualization and planning; Time, pacing and sequencing of story. CO4, CO 5 **(4 Hours)**
III	**Audio-Visual Techniques and Production:** Basics of video and audio recording; Camera framing, angles, lighting and background audio; Recording narration and integrating with visuals; Introduction to editing software, tools and platforms for digital storytelling such as *VN, InShot, Kinemaster, Shotcut, Canva, YouTube,* etc. (CO 2, CO 5) **(3 Hours)**

IV	**Editing, Publishing and Critiquing Digital Stories**: Post-production ethics: editing, audio mixing, transitions, etc.; Exporting and publishing digital content online; Critiquing digital stories; Impact and future of digital storytelling in media and education. (CO3, CO4, CO5) **(4 Hours)**
PRACTICAL	1. Analyze and present a critique of an existing digital story 2. Create a storyboard and develop a short script for a digital story 3. Capture raw footage and voiceover for a digital narrative assembled in a rough-cut style 4. Complete and publish a 3-minute digital story and host a showcase. **(30 Hours)**

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	15
Practical	30
Seminar/Journal Club	-
Self-directed learning (SDL) / Tutorial	-
Problem-Based Learning (PBL)	-
Revision	-
Total Number of Contact Hours	45

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	Short Answer Questions
Seminars	Long Answer Questions
Problem-Based Learning (PBL)	Multiple Choice Questions

Journal Club	Unit Tests
Quiz	University Examination

References:

- Alexander, Bryan. *The New Digital Storytelling: Creating Narratives with New Media*. 2nd ed., Praeger, 2017.

- Lambert, Joe. *Digital Storytelling: Capturing Lives, Creating Community*. 4th ed., Routledge, 2013.

- McKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting*. ReganBooks, 1997.

- Millerson, Gerald, and Jim Owens. *Video Production Handbook*. 5th ed., Routledge, 2012.

- Ohler, Jason B. *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*. Corwin, 2008.