Syllabus
MA English Literature
ODL/OL

Shoolini University Centre for Distance and Online Education (SCDOE)

PEOs, PSOs, POs
MA English Literature

Program Educational Objectives (PEOs)

PEO1: Be at par with students from similar programs on a global level to pursue their professional career in teaching, research, corporate sector, advertising, publishing, media industry, print industry et al.

PEO2: Seek higher education in India and abroad and/or engage in enhancing their professional skills;

PEO3: Communicate effectively and demonstrate professional behaviour while working in diverse teams; and

PEO4: Demonstrate concern for natural environment and prove to be valuable members of Indian society.

Programme Specific Outcomes (PSOs)

PSO1: Ability to acquire appropriate knowledge of relevant fields within the discipline, including literature; literary history, criticism, and theory; the language structures of modern English and the history of the English language.

PSO2: Ability to be well-equipped with knowledge of English as a world language with analytical skills in linguistics, communications, and literary criticism.

PSO3: Familiarity with a broad spectrum of English literature, understanding its nuances and varieties.

Programme Outcomes (POs)

PO1: Disciplinary Knowledge of English Literature and Literary Studies:

a) Ability to identify, speak and write about different literary genres, forms, periods and movements;

b) Ability to understand and engage with various literary and critical concepts and categories;

c) Ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations;

d) Ability to understand appreciate, analyse, and use different theoretical frameworks;

e) Ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively;

f) Ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning;

g) Ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world.

PO2: Communication Skills:

a) Ability to speak and write clearly in standard, academic English;

b) Ability to listen to and read carefully various viewpoints and engage with them; and

c) Ability to use critical concepts and categories with clarity.

PO3: Critical Thinking:

 a) Ability to read and analyse extant scholarship;

b) Ability to substantiate critical readings of literary texts in order to persuade others; and

c) Ability to place texts in historical contexts and also read them in terms of generic conventions and literary history.

PO4: Analytical Reasoning:

a) Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments; and

b) Ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts.

PO5: Problem Solving:

a) Ability to transfer literary critical skills to read other cultural texts; and

b) Ability to read any unfamiliar literary texts.

PO6: Research-Related Skills:

a) Ability to problematize, formulate hypothesis and research questions, and to identify and consult relevant sources to find answers; and

b) Ability to plan and write a research paper.

PO7: Reasoning and Reflective Thinking:

a) Ability to analyse texts, evaluating ideas and literary strategies;

b) Ability to formulate logical and persuasive arguments; and

c) Ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading.

PO8: Self-Directing Learning:

a) Ability to work independently in terms of reading literary and critical texts; and

b) Ability to carry out personal research, postulate questions and search for answers.

PO9: Multicultural Competence:

a) Ability to engage with and understand literature from various nations and reasons and languages; and

b) Ability to see and respect difference and to transcend binaries.

PO10: Moral and Ethical Values:

a) Ability to interrogate one's own ethical values, and to be aware of ethical issues; and

b) Ability to read values inherited in literary texts and criticism vis a vis, the environment, religion, and spirituality, as also structures of power.

PO11: Life-long Learning:

a) Ability to retain and build on critical reading skills; and

b) Ability to transfer such skills to other domains of one's life and work.

Program Structure/Syllabus Credit Scheme of MA English Literature

SEMESTER- I

Sr no.	Course Name	Credits
1	Approaches to Literature 1	4
2	British Literature up to 1900 (Drama)	4
3	British Literature up to 1900 (Poetry) (CBCS)	4
4	British Literature up to 1900 (Fiction)	4
5	Open Elective (To be chosen from the elective list given below	4
	Total credit hours	*20*

Open Elective

Sr no.	Course Name	Credits
1	Fundamentals of Journalism	4
2	Principles of Management	4
3	Digital and Technological Solutions	4

SEMESTER- II

Sr No.	Course Name	Credits
1	Indian Writing in English 1	4
2	British Literature After 1900 (Drama)	4
3	British Literature After 1900 (Poetry) (CBCS)	4
4	British Literature After 1900 (Fiction)	4
5	Open Elective (To be chosen from the elective list given below	4
	Total credit hours	*20*

Open Elective

Sr no.	Course Name	Credits
1	Critical Thinking and Problem solving	4
2	Personality development & Life skills-2 (Saying it withpresentations)	4
3	Consumer Behaviour	4

SEMESTER- III

Sr. No.	Course Name	Credits
1	Approaches to Literature - II	4
2	Indian Writing in English - II	4
3	World Literatures (CBCS)	4
4	American Literature	4
5	Open Elective (To be chosen from the elective list given below	4
	Total credit hours	*20*

Open Elective

Sr no.	Course Name	Credits
1	Personality development & Life skills-3 (Acing the Interviews though AI)	4
2	Entrepreneurship	4
3	New Media	4

SEMESTER- IV

Sr. No.	Course Name	Credits
1	Linguistics (CBCS)	4
2	Contemporary Literary Theory	4
3	New Literatures	4
4	Research Project	4
5	Open Elective (To be chosen from the elective list given below	4
	Total credit hours	*20*

Open Elective

Sr no.	Course Name	Credits
1	Personality development & Life skills-4 (Effective Negotiations)	4
2	Research methodology	4
3	Development Communication	4

Course Name   : Approaches to Literature I

Credits: 4

Course Objectives:

The course is framed and designed in such a way that the students can acquaint themselves with the major critical terms/concepts used in the West from the Greeks to the New Critics. The course will primarily focus on the study of selected seminal critical texts. The objective of the course is to familiarize students with some major approaches to literature through the famous literary pieces. Literary theories will be studied in detail during the course which will make the learners understand the framework of the theories along with the devices used in the literary pieces.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	To understand the major critical concepts in the West from Greeks to New Critics.
CO2	To critically analyze the writings of different renowned writers all around the world.
CO3	Recognize and critique the argument underlying the different approaches to the literature.
CO4	Apply selected theories to specific works by renowned writers.

Course Contents:

Unit - A

Mimetic and Expressive theory of poetry, Sublime, Three Unities, Decorum, Neoclassicism, Romanticism, Humanism, Enlightenment, Fancy and Imagination

Unit - B

Textual Scholarship, Aristotle - *Poetics*

Unit - C

William Wordsworth & S. T. Coleridge – "*Preface to Lyrical Ballads*"

Unit - D

Formalism, Post Colonialism, Orientalism and Marxist Criticism

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment	30%
End Term Exams	70%

Further Reading:

1. Abrams, M. H.– *A Glossary of Literary Terms*

2. Barry, Peter *-Beginning Theory*

3. Daiches David– *Critical Approaches to Literature*

4. House, Humphrey: *Aristotle's 'Poetics'*

5. Wellek, Rene: *A History of Literary Criticism*

6. Ford, Boris: *Pelican Guide to English Literature Vols. 4 and 5*

7. Blamires, Harry: *A History of Literary Criticism*

8. Waugh, Patricia: *Literary Theory & Literary Criticism*

Course Name   : British Literature up to 1900 (Drama)

Credits: 4

Course Objectives:

- To introduce the students to the Renaissance in England and Europe.
- To familiarize them with the various literary forms of this period, especially with Drama.
- To study some of the major English Renaissance plays.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the popular modern drama of the Western world.
CO2	Appreciate and identify the dominant themes and motifs.
CO3	Have a broader outlook on world literature, connecting it with the political and social changes that take place across borders.
CO4	Develop an analytic mind and enhance the imaginative power.

Course Content:

Unit A:

Short notes on the Social and Literary History of England. Students are expected to be familiar with the following topics: Miracle, Mystery and Morality plays, tragedy and comedy; The Elizabethan Age; Jacobean Age; Revenge Tragedy; Renaissance; Reformation; Restoration Comedy; Humanism; Drama of Ideas

Unit B:

William Shakespeare: *Twelfth Night*

Unit C:

William Shakespeare: *The Tempest*

Unit D:

Christopher Marlowe: *Doctor Faustus*

Unit E:

G.B. Shaw: *Pygmalion*

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%

End Term Exams   70%

Further Reading:

1. Ford, Boris: *The Pelican Guide To English Literature* (Vols. I- IV)
2. Trevelyn, G.M.: *English Social History*
3. Legouis and Cazamian: *The History of English Literature*
4. Abrams, M.H.: *A Glossary of Literary Terms*
5. Cuddon, J.A.: *A Dictionary of Literary Terms and Literary Theory*
6. Leech, Clifford: *Twentieth Century Views on Marlowe*
7. O'Neill, Judith: *Critics on Marlowe*
8. Sharma, Ghanshyam: *Reinterpretations of Doctor Faustus*
9. Bradley, A.C.: *Shakespearean Tragedy*
10. Kaufmann, Ralf J.: *Elizabethan Drama: Essays in Criticism*
11. Knights, G.W.: *The Shakespearean Tempest*
12. Knights, G.W.: *The Wheel of Fire*
13. Harbage, Alfred: *Twentieth Century Views on Shakespearean Tragedies*
14. Nicoll, Allardyce: *History of English Drama, 1660–1900.* 7 Volume Paperback Set
15. Innes, Christopher,ed.: *The Cambridge Companion to George Bernard Shaw.* Cambridge, 1998
16. Ohmann, Richard Malin, *Shaw*: *the Style and the Man*. – Middletown, CT: Wesleyan University Press, 1962
17. Bentley, Eric: *Bernard Shaw: A Reconsideration*

Course Name : British Literature up to 1900 (Poetry)

Credits: 4

Course Objectives:

Juxtaposing readings in British poetry of the eighteenth and nineteenth centuries with background writings from the emergent sciences, this course will explore the ways in which British poets, in years that witnessed the crucial development of the sciences, sought to capture an image of the mind at work. The primary aim of the course is to examine how several prominent genres of British poetry - the epic, for instance, and the metaphysical poem - draw from and engage in this period with accounts of cognition within the sciences of psychology, physiology, cartography, geography, alchemy and medicine.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand basic concepts and literary movements related to the timeline of British poetry.
CO2	Understand major poetic forms and genres and question various poetic attitudes.
CO3	Be able to appreciate poetic devices like alliteration, assonance, prosody, rhyme scheme, refrain, simile, metaphor, and metaphysical conceit to name a few.
CO4	Read and understand existing gender and cultural theories vis-a'-vis poetic expression.

Course Content:

Unit-A: (Literary terms)

Short notes on the Social and Literary History of England covering the following topics: The Puritan Age; the The Age of Chaucer; Augustan Age; Metaphysical Poetry; Classicism and Neo-Classicism; Epic and Mock-epic; satire; wit; Dissociation/Unification of Sensibility

Unit-B:

John Milton: *Paradise Lost* (Book 1)

Unit-C: Metaphysical Poetry

John Donne: "Satyre: Of Religion", "The Good Morrow", "The Canonization", "At the earth's imagin'd corners" and "Batter my heart, three person'd God"

Unit-D: Victorian Poetry

Robert Browning: "My Last Duchess", "Andrea del Sarto", "The Last Ride Together", "Rabbi Ben Ezra" and "A Grammarian's Funeral"

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Bennett, Joan: *Five Metaphysical Poets*

2. Bowra, C.M.: *From Virgil to Milton*

3. Dixon, P.: *Alexander Pope.*

4. Ford, Boris: *The Pelican Guide To English Literature* (Vols. I- IV)

5. Gardner, Helen: *Twentieth Century Views on Donne*

6. Gordon, I.R.F.: *Preface to Pope*

7. Hawlin, Stefan: *The Complete Critical Guide to Robert Browning*

8. Hill, Erskine, and A.Smith: *The Art of Pope*

9. Legouis and Cazamian: *The History of English Literature*

10. Lewis, C.S.: *A Preface to* Paradise Lost

11. O'Neill, Judith: *Critics on Pope*

12. Partridges, C.A.: *Milton's Epic Poetry*

13. Rajan, B.: '*Paradise Lost' and the Seventeenth Century Reader*

14. Rousseau, G.S.: *Twentieth Century Interpretations of* The Rape of the Lock

15. Trevelyn, G.M.: *English Social History*

16. Woolford, John, and Daniel Karlin: *Robert Browning*. Longman, 1996

Course Name   : British Literature up to 1900 (Fiction)

Credits: 4

Course Objectives:

The objective of the paper is to study and understand the ways in which political, historical, economic, scientific, intellectual, environmental, social and cultural events have shaped the art and literature of the given period. The students will be introduced to the literary techniques, intellectual trends and themes in the fiction written during this turbulent period especially with reference to Britain. At the end of the course they will be familiar with the representative texts, literary terminology, and the socio-political and cultural events that shaped twentieth-century British fiction.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the major critical and thematic concerns in the literature that was produced post 1900 in Great Britain and its colonies.
CO2	Critically analyze the writings of a few renowned writers from the above mentioned time and space.
CO3	Recognize and critique the arguments underlying the different approaches to 20th century British literature.
CO4	Apply select theories to specific works by renowned 20th century British writers.

Course Contents:

Unit A:

Short notes on the Social and Literary History of England up to 1900 covering the following topics:

The Picaresque Novel, Sentimental Novel, Gothic Novel, Historical Romance, Reform Bill of 1832, Development of Evolutionary Sciences, Victorian Compromise, Sociological Novel, Naturalism, the Omniscient Author

Unit B:

Jonathan Swift: *Gulliver's Travels* Book IV: "The Houyhnhnms"

Unit C:

Charles Dickens: *Great Expectations*

Unit D:

Thomas Hardy: *Tess of the D'Urbervilles*

Unit E:

Charlotte Bronte: *Jane Eyre*

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Allen, Walter:Tradition and Dream
2. Beer, John:The Achievements of E. M. Forster
3. Bennett, Joan:Virginia Woolf: Her Art as a Novelist
4. Bold, Alan, ed.:Muriel Spark: An Odd Capacity for Vision
5. Bradbury, M, and D. Palmer, eds.:The Contemporary English Novel
6. Bradbury, Malcolm:E. M. Forster – A Passage to India
7. Colmer, John:E. M. Forster – A Passage to India
8. Daiches, David:The Novelist and the Modern World
9. Gindin, J.:Post-war British Fiction
10. Hawthorn, Jeremy. Virginia Woolf's Mrs. Dalloway: A Study in Alienation
    Hynes, Samuel: William Golding,
11. Karl, F.R.:The Reader's Guide to Contemporary English Novel
12. Kinkead Weekes, Mark and Gregor, Ian: William Golding: A Critical Study
    Lodge, David:The Novelist at the Crossroads
13. Malcolm Bradbury, The Modern British Novel (Penguin, 2001)
14. Moody, Philippa:A critical Commentary on William Golding: Lord of the Flies Robin, Majumdar and Allen McLaurin. Virginia Woolf. The Critical Heritage Spacks, Patricia Meyer. Contemporary Women Novelists

Credits: 4

Course objective:

The objective of this course is designed to be a conceptual work based on the application of the principles of journalism. The course will equip the students in understanding the concepts of news, different forms of journalism and the role of media in a democracy.

Sl. No.	Course Outcome
CO1	Explain the process of writing for print
CO2	Explain the principles of writing for the print
CO3	Understand the different forms of journalism
CO4	Understand the role of media in a democracy
CO5	Report & write news for print.
CO6	Perform exercise of Precision, formats, synonyms, omission and inclusion, highlighting, underlining, Revise, Cross checking, headlines writing and making intros.
CO7	Write stories covering various beats, writing follow-up stories.

Course Content:

Unit - A: Concept of News
- Basics of News
- Components of News: Ingredients and elements of news
- The news process: from the event to the reader (how news is carried from event to reader)
- Hard news vs. Soft news
- Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line, byline and printline.
- Structure of a Newspaper: masthead, ear panel, editorials, features, letters to editor, Columns.

Unit - B: Language of news-

- Principles of clear writing
- essential skills to write news
- 5 w and 1 H
- structure of News
- inverted pyramid Sociology of news: Factors affecting news treatment
- Paid news
- Politics of news
- Neutrality and bias in news

Unit - C: News Gathering Techniques:
- Criteria for news worthiness
- Principles of news selection
- Writing Headlines for News Stories
- Writing Intro
- Gatekeeping
- Sources of news gathering: Speeches, Meetings, News Conferences, Use of Internet

Unit - D: Different forms of Journalism
- Traditional Media
- Print
- Electronic
- Broadcast
- Digital Journalis

Teaching / Assessment Methodology:

- Synchronous Lectures

- Lectures on LMS

- Assignments

- Quizzes

- Project Report

Grading:

Internal Assessment   30%

End Term Exams   70%

Required Books and Materials:

Reference Books:

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media;* McGraw Hill Publication, 2000.

2. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism;* Blackwell Publishing,2006.

3. George Rodmann. *Mass Media in a Changing World*; Mcgraw Hill Publication,2007.

4. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*; Vistaar Publications,2006.

5. Richard Keeble. *The Newspaper's Handbook*; Routledge Publication,2006 T.J.S.

6. George: *Editing – A Handbook for Journalists*.

Course Name: Principles of Management

Credits: 4

Course Objectives:

- The purpose of this course is to impart to students an understanding of management and business concepts and practices being followed globally, with a focus on Indian perspective.

- To prepare them to face emerging challenges of managing resources and business processes.

Course Outcome:
At the end of the course, the student will be able to:

Sl. No.	Course Outcome
CO1	Define Business and its objectives.
CO2	Explore the various forms of Business and outline the pros & cons associated with each of them.
CO3	Develop an understanding of Globalization, Liberalization & Privatization and their Indian perspective.
CO4	Explain the basic concepts of the various functional aspects of the Business viz.- Marketing, Operations, HR, Finance and IT.
CO5	Define Entrepreneurship and explore the various entrepreneurial business models and opportunities available in contemporary India.
CO6	Enumerate and explain the various theories and concepts related with Leadership & Motivation.
CO7	Outline the development of management thought – from the Classical Theory till the most recent contemporary

Course Content:

Unit- I: Understanding Business and Its Forms

A critical evaluation of Business Objectives, Business Promotions and forms of business enterprise: Sole Proprietorship, Partnership, Joint Stock Companies, Public Utilities, Co- operative, Business Combinations, Foundation of Indian Business Spectrum of Business Activities, Manufacturing and Service Sectors. India's experience with globalization, liberalization, and privatization. Multinational, transnational corporations and their Indian perspective.

Unit- II: Functional Aspects of Business

a) Administrative: Choice of a suitable form of business ownership. Starting and operating small venturing enterprises, Problems in starting a new business.
b) Operations: business size and location decisions. Lay out: mass production and mass customization, productivity, quality and logistics.
c) Marketing: Marketing Mix, Segmentation, PLC and consumer behavior, Product and pricing decisions, Distribution and promotional decisions
d) Finance: Money and banking, Financial management and securities markets, risk management and insurance
e) Human resources: Objective, scope & functions of HRM, Sources of human capital, Strategies for attracting (staffing) and retaining (training and compensation) human resources
f) Role of Information and Communication Technology (IT) in business: Computing, Storing & Networking. Decision Support System (DSS) and other Support Systems.

Unit-III: Process of Management

a) Entrepreneurship: Intrapreneurship and Innovation; Disintermediation; Contemporary Entrepreneurial Models: Franchising, Network Marketing, Freelancing, BPO, e-Commerce and M-Commerce

b) Management in Action: Motivation – Concept and Theories: Maslow, Herzberg, McGregor, and Ouchi; Leadership – Concept and Theories: Leadership Continuum, Situational Leadership, Transactional and Transformational Leadership; Managerial Grid, Communication – Formal and Informal

Unit- IV: Development of Management Thought

Classical, Neo-classical, Systems, Contingency and Contemporary Approach to Management – Peter Drucker's MBO, Porter's 5- Force Model, Prahalad's Core Competency, Peter Senge's Learning Organization and Tom Peters' Excellence approach

Teaching / Assessment Methodology:

- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment	-	**30%**
End Term Exam	-	**70%**

Required Books And Materials: Text Book:

1. Gupta, R.N. ''*Business Organization and Management*'', S. Chand & **Company Ltd. New Delhi.**

References:

2. Talloo, J, Thelma, ''*Business Organization and Management*'', Tata McGraw Hill Publishing Company, New Delhi.

3. Sharma R.K. & Gupta S.K., ''*Business Organization and Management*'', Kalyani Publishers, Ludhiana.

4. Jim, Barry, John Chandler, Heather Clark, ''*Organization and Management*'', Thomson Learning.

Credits: 4

Course Objectives:

- To aim at imparting a basic level appreciation program for the common man.
- After completing the course, the incumbent can use the computer for basic purposes of preparing his personnel/business letters, viewing information on Internet (the web), sending mails, using internet banking services etc. This allows a common man or housewife to be also a part of computer users list by making them digitally literate.
- To aid the PC penetration program. This helps the small business communities, housewives to maintain their small account using the computers and enjoy in the world of Information Technology.
- The aim of this course is to help you understand what programming is, and what is a programming language.
- The course helps you understand the concepts of loops, reading a set of data, stepwise refinement, functions, control structures, and arrays.
- The primary focus of this course is on problem solving and aspect which means developing proper algorithms.

Course Outcomes:

After completing this course, you will be able to:

Sl. No.	Course Outcome
CO1	Write efficient algorithms to solve various problems.
CO2	Understand and use various constructs of the programming language such as conditionals, iteration, and recursion.
CO3	Implement your algorithms to build programs in the C programming language.
CO4	Use data structures like arrays, linked lists, and stacks to solve various problems.
CO5	Understand and use file handling in the C programming language.

Course Content:

Unit- I: Knowing computer:

Introduction to Computers: what is a computer, characteristics of Computers, Generations of Computers, Classifications of Computers, Basic Computer organization, Applications of computers. Input and Output Devices: Input devices, Output devices, Softcopy devices, Hard copy devices. Computer Memory and Processors: Introduction, Memory Hierarchy, Processor, Registers, Cache memory, primary memory, secondary storage devices, magnetic tapes, floppy disks, hard disks, optical drives, USB flash drivers, Memory cards, Mass storage devices, Basic processors architecture.

Unit- II: Number System and Computer Codes:
Binary number system, working with binary numbers, octal number system, hexadecimal number system, working with fractions, signed number representation in binary form. Computer Software: Introduction to computer software, classification of computer software, system software, application software, firmware, middleware, acquiring computer software, design and implementation of correct, efficient and maintainable programs.

Unit- III: Introduction to the C Language
C Programs, Identifiers, Data Types, Variables, Constants, Input / Output, Operators (Arithmetic, relational, logical, bitwise etc.), Expressions, Precedence and Associatively, Expression Evaluation, Type conversions. Statements- Selection Statements (making decisions) – if and switch statements, Repetition statements (loops)-while, for, do-while statements, Loop examples, other statements related to looping – break, continue, go to, Simple C Program examples.

Unit- IV: Functions, Arrays and Pointers
Introduction to Structured Programming, Functions- basics, user defined functions, inter function communication (call by value, call by reference), Standard functions. Storage classes- auto, register, static, extern, scope rules, arrays to functions, recursive functions, example C programs. One-dimensional arrays, two – dimensional arrays, multidimensional arrays,

Pointers – Introduction (Basic Concepts), pointers to pointers, compatibility, Pointer Applications, Arrays and Pointers, Pointer Arithmetic, memory allocation functions, array of pointers, pointers to void, pointers to functions, command –line arguments,

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment - **30%**

End Term Exam - **70%**

TEXT BOOKS:

1. Computer Science: A Structured Programming Approach Using C, B.A.Forouzan and R.F. Gilberg, Third Edition, Cengage Learning.

2. The C Programming Language by Brian Kernighan and Dennis Ritchie 2nd edition

REFERENCE BOOKS:

1. Let Us C Yashavant kanetkar BPB.

2. Absolute beginner's guide to C, Greg M. Perry, Edition 2, Publisher: Sams Pub., 1994.

3. Computer Programming and Data Structures by E Balagurusamy, Tata McGraw Hill.

Course Name   : Indian Writing in English - I

Credits: 4

Course Objectives:

The main purpose of the course would be to introduce students to the Indian contribution to literature in English. The objective of this paper is the study of Indian contribution to literature in English, from the early advent of English in India to contemporary writing in English. The history and development of Indian Writing in English is scrutinized with reference to the Indian Nationalist Movement, the philosophical thinking of political and social leaders/activists like Mahatma Gandhi, Pandit Jawahar Lal Nehru, Raja Rammohan Roy and others.

The purpose of this course is to introduce the students the great writers of Indian literature and their literary achievements. The course will take the learners to the introduction of the Indian Writing in English in India from the very beginning and will explore to the various writings of the world-known writers of India. The coming of English in India will also be covered in the course by the instructor. The pioneers of Indian writing: R.K. Narayan, Mulk Raj Anand, Raja Rao and Khushwant Singh along with G V Desani will be introduced to the students during the course.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the coming of English in India along with the role of Macaulay in introducing English Language in Indian Education System.
CO2	Critically analyze the writings of the Indian writers.
CO3	Recognize and critique the argument underlying Indian writing.
CO4	Apply selected theories to specific works by renowned Indian writers.

Course Content:

Unit A

Short notes related to the following topics: English Studies in India; Macaulay's Minutes; The Beginnings of Indian Writings in English; Indian English Novel; Indian English Poetry in English; Indian English Drama; Indian Women Writing in English; Writing by the Indian Diaspora; concept in Indian Aesthetics: *kavya, natya, auchitya, rasa, vakroti, dhvani, katha, sahitya*

Unit B

Indian Women Writers**:** Sarojini Naidu

Unit C

Three Pioneers: R K Narayan, Mulk Raj Anand and Raja Rao

Unit D

Khushwant Singh, G V Desani

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Devy, G.N., and Fred Dallmayr: *Between Tradition and Modernity*

2. Gandhi, M.K.: *Hind Swaraj or Indian Home Rule*

3. Hay, Stephen, ed.: *Sources of Indian Tradition V. II*

4. Iyengar, K.R.S.: *Indian Writing in English*

5. King, Bruce: *Modern English Poetry in English*

6. Mammata: *Kavyaprakasha*, Mysore: Oriental Library Series,1922

7. Mehrotra, A.K: *An Illustrated History of Indian Literature in English*

8. Mukherjee, M: *Twice-Born Fiction*

9. *The Perishable Empire: Essays on Indian Writing in English*

10. Naik, M.K.: *Aspects of Indian Writing in English*

11. Raghavan, V., and Nagendra: *An Introduction To Indian Poetics* by,Bombay:Macmillan,1970

Course Name   : British Literature After 1900 (Drama)

Course Objectives:
i)   To familiarize the students with the English plays written in the twentieth century
ii) To acquaint them with the various literary trends of this period in the field of Drama.
iii) To study some of the major English plays of the 20ᵗʰ Century

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Have a broader outlook on world literature, connecting it with the political and social changes that take place across borders.
CO2	Appreciate and identify the dominant themes and motifs.
CO3	Develop an analytic mind and increase imaginative power.
CO4	Do a thorough critical analysis of similar works.

Course Contents:

Unit A
Short notes to explain the following: Abbey Theatre, Problem Plays, Poetic Drama, The Angry Decade, Kitchen Sink Drama, Experimental Plays, Epic Theatre, Absurd Drama, Alienation Effect, Theatre of Cruelty

Unit B
J.M. Synge: *Playboy of the Western World*

Unit C
Samuel Beckett: *Waiting for Godot*

Unit D
Tom Stoppard: *Rosencrantz and Guildenstern are Dead*

Unit E
Caryl Churchill: *Top Girls*

Teaching / Assessment Methodology:

- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Abbotson, Susan C.W.: *Thematic Guide to Modern Drama* (Greenwood Press, 2003)

2. Bloom, Harold, ed.: *Tom Stoppard* [Bloom's Major Dramatists], New York: Chelsea House, 2003.

3. Brown, John Russell, ed. *Modern English Drama: A Collection of Critical Essays*

4. Essiln, Martin: *Theatre of the Absurd*

5. Esslin, Martin Ed.: *20th Century Views on Samuel Beckett*

6. Fleming, John: *Stoppard's Theater: Finding Order Amid Chaos,* Austin: University of Texas Press, 2001.

7. Fletcher, John: *Samuel Beckett's Art*

8. Ford, Boris, ed. *The New Pelican Guide to The Present English Literature*. Vol. 8

9. Gassner, John: *Masters of World Drama*

10. Hayman, Ronald. *John Osborne*

11. Jenkins, Anthony. *The Theatre of Tom Stoppard,* Austin: University of Texas Press, 2003.

12. Kelly, Katherine E., ed.: *The Cambridge Companion to Tom Stoppard,* Cambridge: Cambridge University Press, 2001.

13. Kenner, Hugh: *A Reader's Guide to Samuel Beckett*

Course Name   : British Literature After 1900 (Poetry)

Credits: 4

Course Objectives

The objective of the paper is to study the ways in which political, historical, economic, scientific, intellectual, environmental, social, and cultural events have shaped the poetic output of the time. The students will be introduced to the literary techniques, intellectual trends and changes in themes of this turbulent period.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Appreciate the representative texts, literary terminology, movements, and the socio-political and cultural events that shaped twentieth-century poetry.
CO2	Link the major points of convergence and departures between different poets and their poetic styles.
CO3	Do a thorough formal and critical analysis of poetry in general.
CO4	Develop a creative mind with imagination.

Course Content:

Unit A

Concepts and terms from twentieth-century British Literature covering the following topics: Modernism, Postmodernism, Mythic method, Objective Correlative, War Poets, Imagism, Dadaism, Existentialism, Imagism, Movement Poets

Unit B

W. B. Yeats: "Easter 1916," "The Second Coming," "Lapis Lazuli," "Among School Children," "Circus Animals' Desertion"

Unit C

T. S. Eliot: "The Hollow Men" and "The Love-Song of J. Alfred Prufrock"

Unit D

Ted Hughes: "The Jaguar," "Hawk Roosting," "Thrushes," "Crow Alights," "Crow's Last Stand."

Unit E

W.H. Auden: "In Praise of Limestone," "Sept 1, 1939," "In Memory of W.B. Yeats," "Shield of Achilles," "Musee des Beaux Arts."

Teaching / Assessment Methodology:

- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Davis, Alex and Lee M.: *The Cambridge Companion to Modernist Poetry* (Cambridge UP, 2007).

2. North, Michael: *Reading 1922: A Return to the Scene of the Modern* (Oxford: Oxford UP, 1999).

3. Beasley, Rebecca: *Theorists of Modernist Poetry: T.S. Eliot, T.E. Hulme, Ezra Pound*. (Routledge, 2007)

4. Draper, R.P.: *An Introduction to Twentieth Century Poetry in English* (London: Macmillan, 1996).

5. Southam, B.C.: *T.S. Eliot: 'Prufrock', 'Gerontion', Ash Wednesday' and Other Shorter poems* (Casebook)

6. Malins, Edward: *A Preface to Yeats*

7. Gardner, Helen: *The Art of T.S. Eliot*

8. Stallworthy, Jon, ed.: *Yeats: Last Poems* (Casebook)

9. Gifford, Terry: *Ted Hughes: A Critical Study*

10. Beasley, Rebecca, *Theorists of Modernist Poetry: T.S. Eliot, T.E. Hulme, Ezra Pound*.

11. Draper, R.P.: *An Introduction to Twentieth-Century Poetry in English*

Course Name   : **British Literature After 1900 (Fiction)**

Credits: 4

Course Objectives :

The objective of the paper is to study and understand the ways in which political, historical, economic, scientific, intellectual, environmental, social and cultural events have shaped the art and literature of the given period.

The students will be introduced to the literary techniques, intellectual trends and themes in the fiction written during this turbulent period.

At the end of the course they will be familiar with the representative texts, literary terminology, and the socio-political and cultural events that shaped twentieth-century literature

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the major critical and thematic concerns in the literature that was produced post 1900 in Great Britain and its colonies.
CO2	Critically analyze the writings of a few renowned writers from the above mentioned time and space.
CO3	Recognize and critique the arguments underlying the different approaches to 20th century British literature.
CO4	Apply select theories to specific works by renowned 20th century British writers.

Course Content:

Unit A:

Short Notes covering the following topics: Stream of Consciousness technique, Existentialism, The Great Depression, Autobiographical Novel, Psychological Novel, Anti-hero, Pastiche, impact of the world wars on twentieth-century literature, Utopian, and Dystopian literature

Unit B:

Virginia Woolf: *Mrs. Dalloway*

Unit C:

E. M. Forster: *A Passage to India*

Unit D:

William Golding: *Lord of the Flies*

Unit E:

 Muriel Spark: *The Prime of Miss Jean Brodie*

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment	30%
End Term Exams	70%

Further Reading:

 1. Allen, Walter: *Tradition and Dream*

2. Beer, John: *The Achievements of E. M. Forster*

3. Bennett, Joan: *Virginia Woolf: Her Art as a Novelist*

4. Bold, Alan, ed.: *Muriel Spark: An Odd Capacity for Vision*

5. Bradbury, M, and D. Palmer, eds.: *The Contemporary English Novel*

6. Bradbury, Malcolm: *E. M. Forster – A Passage to India*

7. Colmer, John: *E. M. Forster – A Passage to India*

8. Daiches, David: *The Novelist and the Modern World*

9. Hawthorn, Jeremy. *Virginia Woolf's Mrs. Dalloway: A Study in Alienation*

10 Karl, F.R.: *The Reader's Guide to Contemporary English Novel*

11. Malcolm Bradbury, *The Modern British Novel* (Penguin, 2001)

12. Moody, Philippa: *A critical Commentary on William Golding:* Lord of the Flies

Course Name : Critical Thinking and Problem Solving

Credits: 4

Course Objectives:

- The objective of this course is to help students understand how complex problems related to business or otherwise can be solved by applying critical reasoning skills in breaking them down to their smallest or fundamental elements by techniques such as why-why analysis, root cause technique, fishbone diagram, logic/issue trees and hypotheses of solutions etc.

- The course will provide an understanding of how to identify and formulate a problem at hand, design and conduct an investigation, and present the research findings as a report.

- The course will use in-house practicals to demonstrate the use of appropriate and applicable reasoning approaches, methods and techniques for different problems.

Course Outcomes:

At the end of the course, the student should be able to:

SR. No	Skill Outcome
CO1	Identify a critical thinker
CO2	Describe tools for identifying problems
CO3	Use the MECE (Mutually Exclusive and Collectively Exhaustive) approach
CO4	Understand issue tree approach to formulate a problem
CO5	Describe Fishbone analysis
CO6	Describe issue tree approach

CO7	Understand types of research and data	
CO8	Critically examine claims encountered in daily life	
CO9	Compose effective arguments	
CO10	Describe tools for identifying problems	
CO11	Use Issue Tree Approach for problem formulation	
CO12	Use a Fishbone Diagram for cause-and-effect analysis	
CO13	Apply MECE and CRAP to find solution to a problem	
CO14	Write a research proposal	

Course Contents:

Unit- I: Language of Reasoning

- Arguments vs other language forms
- Criticality vs un-criticality
- Critical thinking and its indicators
- Elements, standard and traits of critical thinking
- Classical model of Critical Thinking
- Types of reasoning and its identification

Unit- II: Identifying the Problem

- Defining the problem
- Classifying the problem
  - o Simple Problem
  - o Customary Problems
  - o Introspective Problems
  - o Complex Problems
- Tools for problem identification:

- o Why-why analysis
- o What if analysis
- o Root Cause Technique (RCT)
- o Cause and Effect diagram
- o Pareto Analysis, etc.
- Problem formulation principle

Unit- III: Breaking up of Problem

- Identifying components of problem
  - o Making logic trees
  - o Constructing issue maps
  - o Constructing mind maps
  - o Priority matrix, etc.
  - o Use of MECE concept

Unit- IV: Decision Making

- Measuring the impact of problem
- Reverse cause and effect analysis
- Creating hypotheses
- Developing research instrument
- Introduction to researching
- Preparing a project report

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment   -   **30%**

End Term Exam   -   **70%**

Course Name : Personality development & Life skills-2 (Saying It with Presentations)

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Course Objectives:

The objective of this course is to help students learn the various skills needed for presentation amongst a particular audience. This course will equip the students with various strategies and tools that will make them develop public speaking skills, better script writing, and body language, understand their target audience, and maintain command over the said audience. Apart from that, students learn to establish priorities, understand human memory, and learn organization, PowerPoint, speech mechanics, as well as observational skills.

Course Outcomes:

At the end of the course, the student should be able to:

Sr. No.	Course Out Come
CO1	Help in delivering a presentation
CO2	Understand the concept of the most important components of a presentation
CO3	Help us retrospect the various skills like organization, logic, confidence, body language, interest, and clarity
CO4	Aid to establish priorities and goals while making and demonstrating a presentation
CO5	Identify, understand, and conduct our target audience while demonstration
CO6	Discuss the four stages of human memory and differentiate between primary and regency effects
CO7	Understand the importance of choosing an appropriate topic
CO8	Write and know the rules of scripting

CO9	Understand the role of eyes and voice while creating a presentation
CO10	Understand the role of lighting, stage, and seating during presentations
CO11	Know how to observe and influence the audience while giving a presentation
CO12	Know how to make a rehearsal checklist

Course Content:

Unit- I

- What Exactly Is the Point of Giving a Presentation?
- Establishing Priorities and Goals
- Identifying and Understanding Your Target Audience
- The Conduct of The Audience

Unit- II

- Human Memory: What We Remember and What We Forget
- Choosing A Topic and Organizing Your Information in Order

Unit- III

- Writing The Script
- Visuals
- Putting Together the Presentation
- Skills – Voice, and Performance
- Body Language and Nerves

Unit- IV

- Rehearsals
- Bringing Forward the Presentation
- Maintaining Command Over the Audience

Teaching / Assessment Methodology:
- Synchronous lectures

- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment	-	**30%**
End Term Exam	-	**70%**

Books and Materials:

Further Reading:

- Nick Morgan – Give Your Speech, Change the World: How To Move Your Audience to Action
- Chapter 2 – Fundamentals of Engineering Technical Communications by Leah Wahlin.
- Audience Analysis (1997), Denis McQuail
- Remember: The Science of Memory and the Art of Forgetting by Lisa Genova
- Advanced Presentations by Design: Creating Communication that Drives Action by Andrew Abele
- Write Tight: Say Exactly What You Mean with Precision and Power by William Brohaugh
- Zen Design: A simple visual approach to presenting in today's world by Garr Reynolds
- The Visual Display of Quantitative Information, 2nd Ed by Edward R Tufte
- The Art of Public Speaking by Stephen Lucas
- The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions by Barbara Pease (Author), Allan Pease (Author)
- Confession of a Public Speaker by Scott Berkun

Credits: 4

Course Objectives:

The course is designed to develop understanding of psychological & socio cultural influences on consumer behavior. This course will cover topics such as the role of motivation, perception, memory, attitudes, personality and social, cultural & political aspects on how consumers behave while they select, buy, use, consume & dispose goods & services.

Course Outcome:

At the end of the course, the student should be able to:

Sr. No.	Course Out Come
CO1	Understand core concepts in consumer behavior
CO2	Become aware of process of consumer decision making
CO3	Understand the variables influencing CB
CO4	Know how behavior can be changed
CO5	Realize key considerations of behavior while developing marketing strategy
CO6	Use concepts consumer psychology for strategy development
CO7	Take decisions with reference to psychological & environmental factors
CO8	Understand complexity of consumer behavior
CO9	Develop marketing strategy

Course Content:

Unit- I: Introduction to consumer behavior and marketing Strategy

- Introduction to consumer behavior
- Simple model of Consumer behavior
- Consumer behavior & marketing strategy

Unit- II: Consumer Involvement and process in consumer behavior

- Consumer involvement

- Information search
- Evaluative criteria & selection

Unit- III: Process & output stage in CB

- Motivation
- Consumer Attitude
- Personality & self-concept

Unit- IV: Social & cultural settings

- Social, cultural, political & economic influences

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment	**-**	**30%**
End Term Exam	**-**	**70%**

Course Name   : Approaches to Literature II

Credits: 4

Course Objectives:

The objective of the course is to familiarize students with various approaches to literature, and the worldviews these are based on. During the course, the students should be able to relate literary texts and their underlying ideologies to their lives and times. The number of approaches suggests that there is no one way to understand a text and that a text can yield multiple meanings if accessed through different perspectives.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the major critical concepts in the West from Greeks to New Critics.
CO2	Critically analyze the writings of different renowned writers all around the world.
CO3	Recognize and critique the argument underlying the different approaches to the literature.
CO4	Apply selected literary theories to specific works by renowned writers.

Course Content:

Unit A:

Disinterestedness, Tradition, Impersonal theory of Poetry, Ambiguity, Irony, Paradox and Tension, New Criticism, Intentional Fallacy, Affective Fallacy, Point of View

Unit B:

Traditional Approaches – 2.I A&B, 2.II A

Unit C:

The Formalistic Approach – 3.I, 3.II, 3.III, 3.IV, 3.V A, 3.VI

Unit D:

The Psychological Approach: Freud – 4.I, 4.II F&G, 4.III

Unit E:

Mythological and Archetypal Approaches – 5.I, 5.II A,B&C, 5.III A2, 5.III B 1, 5.IV

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Abrams, M. H.: *A Glossary of Literary Terms*
2. Guerin et al., ed. *A Handbook of Critical Approaches to Literature*
3. Abrams, M. H.: *A Glossary of Literary Terms*
4. Barry, Peter: *Beginning Theory*
5. David Daiches: *Critical Approaches to Literature*
6. Wimsatt & Brooks: *Literary Criticism-A Short History*
7. Daiches, David: *Critical Approaches to Literature*
8. House, Humphrey: *Aristotle's 'Poetics'*
9. Wellek, Rene: *A History of Literary Criticism*
10. Ford, Boris: *Pelican Guide to English Literature Vols. 4 and 5*
11. Blamires, Harry: *A History of Literary Criticism*
12. Waugh, Patricia: *Literary Theory & Literary Criticism*

Course Name : Indian Writing in English - II

Shoolini University

Credits: 4

Course Objectives:

i) To broaden the field of Indian Writing in English by including translated classics from regional Indian languages

ii) To familiarise students with leading Indian writers whose works have crossed international borders after being translated into the English language

iii) To facilitate an assessment of current Indian writing in English from a comparatist perspective.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the history of Indian Writing in English.
CO2	Critically analyze the writings of the Indian writers.
CO3	Recognize and critique the argument underlying Indian writing.
CO4	Apply selected theories to specific works by renowned Indian writers.

Course Content:

Unit A:

Short notes on the following: *Panchatantra*, *Kathasaritsagar*, the Jataka Tales, Bhisham Sahni's *Tamas*, Faqir Mohan Senapati's *Six Acres and a Third*, Satyajit Ray's *The Adventures of Feluda*, Tendulkar's *Ghasiram Kotwal*, Krishna Sobti's *Ei Ladki*, Mahashweta Devi's *Mother of 1084*, Munshi Premchand: *Godan*

Unit B:

U.R. Anantamurthy: *Samskara* (Tr. A.K.Ramanujan)

Unit C:

Girish Karnad: *Tuglaq*

Unit D:

OV Vijayan: *Legends of Khasak*

Unit E:

Rabindranath Tagore:*Gitanjali*

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment	30%
End Term Exams	70%

Further Reading:

1. Ananthamurthy,U.R.: *A Life in the World: U.R. Ananthamurthy in Conversation with Chandan Gowda*(English, Paperback.

2. Iyengar, K.R.S.: *Indian Writing in English*

3. King, Bruce: *Modern English Poetry in English*

4. Kirpal, Viney, ed.: *The New Indian Novel in English: A Study of the 1980s*

5. Kirpal, V, ed.: *The Postmodern Indian English Novel*

6. Mehrotra, A.K: *An Illustrated History of Indian Literature in English*

7. Mukherjee, M.:*The Perishable Empire: Essays on Indian Writing in English*

8. Mukherjee, M: *Twice-Born Fiction*

9. Naik, M.K.: *Aspects of Indian Writing in English*

10. Rushdie, Salman, and Elizabeth West: "Introduction" to *The Vintage Book of Indian Writing: 1947-1997*

11. Tabish Khair: *Babu Fictions*

12. Tharu, Susie and Lalitha K.: *Women Writing in India, 600 BC to the Present*

13. Walsh, W.: *Indian Literature in English*

Course Name : World Literatures

Credits: 4

Course Objectives:
- The main purpose of the course would be to introduce students to the classics of world literature
- The range of texts, taken from different language-literatures, is vast, foreclosing the possibilities of forging any essentialized idea of world literatures

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Learn about a variety of texts from different languages and cultures.
CO2	Know about the stylistic and thematic differences in the literary texts.
CO3	Widen their horizons and have a broader vision of literature vis-à-vis the world.
CO4	Apply the knowledge of the intricate relationship between socio-political and literary contexts on local and global level.

Course Content:

Unit A:
Short notes on the following: *The Iliad, The Odyssey, The Rubaiyat of Omar Khayyam, Anna Karenina, Moby Dick, Jonathan Livingston Seagull, The Little Prince, Madame Bovary, The Lion and the Jewel, The Tree of Man.*

Unit B:
Sophocles: *Oedipus Rex*

Unit C:
Dante: *Inferno*

Unit D:
Cervantes: *Don Quixote*

Unit E:
Ibsen: *Doll's House*

Teaching / Assessment Methodology:

- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Blackmur, R.P.: *Eleven Essays on the European Novel*

2. Bloom, Harold: *Sophocles'* Oedipus Rex. Inforbase Publishing, 2006

3. Bradbrook, M.C.: *Henrik Ibsen*

4. Cervantes, Miguel: *Don Qijote* (Norton Critical edition)

5. Cohn, Ruby: *Contemporary Dramatists*

6. Cruikshank, J.: *Albert Camus and the Literature of Revolt*

7. Ferguson, Francis: *Dante's Drama of the Mind*

8. Fjelde, Rolf, ed.: *Ibsen: A Collection of Essays*

9. Gassner, John: *Masters of World Drama*

10. Holmes: *Dante*

11. Kitto, H.D.F. *Greek Tragedy*. London: Barnes and Noble, 1966

12. Thody, P: *Albert Camus*

13. Wickers, Brian: *Towards Greek Tragedy*

Course Name   : American Literature

Credits: 4

Course Objectives:

The course examines American Literature and considers what might be distinctly "American" about it. It focuses on the historical and cultural influences, literary movements, poetry, drama, novel and significant literary figures on the American continent. It explores literature that emerges from multiple perspectives such as race, gender, ethnicity, socio-economic class and the historical period.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Identify the languages and cultures of the different ethnic groups in the USA.
CO2	Be able to identify the thematic and socio-cultural aspects of American literary texts.
CO3	Understand and appreciate a variety of texts from the USA.
CO4	Become well-equipped for comparative studies.

Course Content:

Unit A:

Short notes on the following: The colonial experience; Puritanism; Women's Liberation Movement; American Transcendentalism; Harlem Renaissance; Black Mountain Poetry; Confessional Poetry; The Beats; Contemporary Apocalyptic fiction; Multiculturalism and American literature

Unit B:

Nathaniel Hawthorne: *The Scarlet Letter*

Unit C:

Toni Morrison: *The Bluest Eye*

Unit D:

- Emily Dickinson: the following poems: "The soul selects her own society," " I heard a fly buzz when I died," "the World is not conclusion," "It was not Death for I stood up," "Because I could not stop for Death," "I dreaded that first Robin, so," "He fumbles at your soul."

- Langston Hughes: Selected Poems: five Poems: "The Negro Speaks of Rivers," "The Weary Blues," "Theme for English B," "Ballad for the Landlord," "Night Funeral in Harlem."

Unit E:
Arthur Miller: *Death of a Salesman*

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:
Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Carson, N: *Arthur Miller*
2. Chase, Richard: *American Novel and its Tradition*
3. Downer, Alan, ed.: *American Drama and its critics*
4. Emmanuel, J.A.: *Langston Hughes*
5. Farr, Judith: *Emily Dickinson: A Collection of Critical Essays*
6. Fiedelson, Charles: *Symbolism and American Literature*
7. Ford, Boris: *The New Pelican Guide to Eng. Literature* Vol. 9
8. Furman, Jan: *Toni Morrison's Fiction*
9. Kaul, A.N., ed.: *Hawthorne: A Collection of Critical Essays*
10. Moss, L.: *Arthur Miller*
11. O'Daniel, T.B., ed.: *Langston Hughes, Black Genius*
12. Peach, Linden, ed.: *Toni Morrison: Contemporary Critical Essays*
13. Pearce, Roy Harvey: *The Continuty of American Poetry*
14. Rupp, Richard H.: *Critics on Emily Dickinson*
15. Waggoner, H.: *Hawthorne: A Critical Study*

Course Name: Personality development & Life skills-3 (**Acing Interview through AI**)

Course Objectives:

The course is structured and planned so that students may become familiar with the main difficulties they encounter throughout the interview process. The course will be largely concerned with life skills development and personality development. The course's goal is to familiarize students with some of the issues they run into during interviews and to offer them solutions so they won't make the same mistakes again. The training will thoroughly cover life skills, which will help the students comprehend the format of the interviews.

Course outcome:

At the end of the course, the student should be able:

Sr. No.	Course Outcome
CO1	To understand the types of question they will be facing in future.
CO2	To critically analyze their personality and what are their strengths and weaknesses.
CO3	Apply a few of the types of interview questions they will encounter.
CO4	Mock interviews can be practiced using an AI platform like Siqandar.

Course Content:

Unit- I: Introduction

- Introduction to Interviewing
- Types of interviews
- Interviewers Perspective

Unit- II: Research before interview

- Before the Interview
- Conducting Research
- Assessing Your Strengths and Skills

Unit- III: Preparation

- Preparing yourself (best impression1)
- Key Factors that influence an interviewer (best impression2) (Verbal and Non-Verbal)

Unit- IV: Types of Questions

- Typical interview questions
- Behavioral-Based Interviewing
- Some more general questions
- Difficult or tricky situations
- Managing Yourself
- Your interview checklist
- References

Teaching / Assessment Methodology:

- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment	-	**30%**
End Term Exam	-	**70%**

Credits: 4

Course Objectives:

The course consists of providing detailed insights into the evolution, theory, perception, beliefs, opportunities, threats and application of the entrepreneurial business models that are most prevalent in contemporary India. Students will learn the basics of E-commerce, Franchising, Discount stores, Network distribution, and some other business models which might provoke entrepreneurial spirit in them. This course also provides practical proven tools for transforming an idea into a product or service that creates value for others. As students acquire these tools, they learn how to sift good ideas from bad, how to build a winning strategy, how to shape a unique value proposition, prepare a business plan, compare their innovation to existing solutions, and build flexibility into their plan and determine when best to quit. Above all, it would help them understand the magic of thinking BIG.

In collaboration with the experienced faculty, and a vibrant peer group, learners will explore and apply the skills, tools, and best practices for:

• Identifying and developing entrepreneurial opportunities.

• Building business models.

• Creating strategies for leading innovation; and

• Financing and profiting from innovation.

Course Outcome:

At the end of the course, the student should be able to:

Sr. No.	Course Outcome
CO1	Define Entrepreneurship and outline its essence.
CO2	Explore the various entrepreneurial business models and opportunities available in contemporary India.
CO3	Clearly define the basics of the entrepreneurial spirit like one to 'Be a job creator rather than a job seeker'.
CO4	Develop an understanding of the benefits and risks associated with each of them.

CO5	Select and set a target market associated with each of the contemporary models.
CO6	Enumerate and explain the similarities and dissimilarities amongst them all.
CO7	Adapt and develop any of these entrepreneurial models at any stage of their life.
CO8	Make a comparison with the traditional business models and understand the need for change in the middlemen dominated system of distribution.
CO9	Formulate a strategic, tactical and operational modus operando of these business models.

Course Content:

Unit- I: Introduction to Entrepreneurship

Introduction to Entrepreneurship: A peep into an Entrepreneur's mind, Four Pillars of Entrepreneurship, Viability Quartet, Innovation and Entrepreneurship, Indovation or Jugad.

Unit- II: Cash Flow Quadrant - Robert T. Kiyosaki

Cash-flow Quadrant, Disintermediation and the need for it, Feasibility Study & preparation of Business Plan, Understanding the Laws of Success and the four businesses to stay.

Unit- III: Distribution Systems

Traditional distribution System, Importance of Middlemen, Disintermediation & Importance of Disintermediation, Basic framework of a Franchising business, Various advantages and disadvantages of franchising business, Setting up a Franchise, Top Franchises across the world, Introduction to Network Marketing.

Unit- IV: Formulation of an Ideal Business

Starting a Small Business Venture & choosing suitable business ownership, Sole proprietorship, Joint Hindu Family firm, Partnership, Joint Stock Company, or Cooperative Organization.

Unit- V: Setting up of the small-scale business

Small- Scale ventures, Types of small businesses, setting up a small-scale venture & starting a small business.

Unit- VI: Understanding unicorns

The magic of thinking big, understanding startup -unicorns their valuations and examples, Decacron and examples, Features, ideas what made them big, why they are big? USP and problem they solved.

Unit- VII: Discovering Ideas

Cracking the Creativity Code, Why Creativity is important? Discovery vs Delivery - What is more important? Do Schools Kill Creativity?

Unit- VIII: Why, How & What?

Is Creativity hereditary or learned? Creativity is not IQ- developing the Epigenetics as it is aa muscle, IKIGAI - Japanese way of living, Start with Why - Simon Sinek

Unit- IX: Borrowing Ideas and creativity

Zoom in - Zoom out - Zoom in, borrowing an Idea and Implementing It- Story of M&M, The App orchard Himachal Pradesh.

Unit- X: Finding a problem in the marketplace

What is a problem- Defining it, what are the types, Reason why there is a Problem - Root Cause Analysis (5 why Model), New product development, Stages in NPD.

Unit- XI: Business Plan

Why Write a Business plan? Format of the Business plan? Benefits of Business plan, Business model Canvas, Case Studies - OYO, UpGrad, Ola, CRED.

Unit- XII: Social Entrepreneurship

Introduction to Social Entrepreneurship, Maslow's hierarchy of needs, Corporate Social Responsibility, Social problems and social Innovation.

Unit- XIII: Case related to Social Entrepreneurship

Amul - Founders, History, Distribution channel, pricing and products Grameen bank - Founders, History, Distribution channel, pricing and products

Rang de - Concept, Founders, History, Distribution channel, pricing and products

Ashoka - Founders, History, Distribution channel, pricing and products

Unit- XIV: Intrapreneurship

Concept & Introduction Advantages, Differences and scope, Companies and examples

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment   **-**   **30%**

End Term Exam   **-**   **70%**

Readings:

1. $100 Startup – Chris Guillebeau, Pan Macmillan, UK.

2. Rich Dad Poor Dad- Robert T. Kiyosaki, Manjul Publishing House, Bhopal, India.

3. Laws of Success- Napoleon Hill, Star Publishing LLC, USA.

4. Franchising: pathway to wealth creation-Stephen Spinelli, Robert Rosenberg, PrenticeHall PTR, New Jersey, USA.

5. The Business of the 21st Century - Robert T. Kiyosaki, John Fleming and Kim Kiyosaki, Manjul Publishing House, Bhopal, India.

6. Get Rich Click- Marc Ostrofsky, Razor Media Group, LLC, USA.

7. Complete E-Commerce book: Design, build & maintain a successful web based business-Janice Reynolds, Taylor & Francis Inc., London, UK.

8. Business Process Outsourcing: Process, Strategy & Contracts- John K. Halvey, Barbara M. Melby, John Wiley & Sons Inc., New Jersey, USA.

9. The Grocers: The Rise and Rise of the Supermarket Chains- Andrew Seth, GeoffreyRandall, Kogan Page Publishers, Philadelphia, USA.

10. The Wellness Revolution – Paul Zane Pilzer, Simon & Schuster, New York, USA

Credits: 4

Course Objectives:

This course is designed to be a conceptual work based on the application of new media in various facets. This course will help the students to learn the uses of cyber media for journalistic purpose. This course will also aid the students in understanding the applications of the online tools for communication. The course will also involve the use of PPTs and Internet to demonstrate how the various aspects of new media journalism, social media and citizen journalism and blogs, etc. function.

Sl. No.	Course Outcome
CO1	Explain the uses of cyber media for journalistic purpose.
CO2	Understand the applications of the online tools for communication.
CO3	Design Web page, Create and maintain a YouTube channel, Create and maintain Facebook page, Twitter handle
CO4	Analyses the content of a news portal and Learn to use search engines
CO5	Create an email and understand its features and blog writing
CO6	Open an account in social media website and understand their uses.

Course Content:

Unit - A: Introduction to New Media
- Introduction to concepts of digitization and convergence.
- Introduction to Internet, World Wide Web (WWW), Search Engines.
- Multimedia elements and Interactivity.

Unit - B: Data Journalism
- Web Content Management System,
- News on the web: Newspapers, magazines, radio and TV newscast on the web, Social Medias: Computer Assisted Reporting (CAR), Visualization of data,
- Awareness regarding techniques of Digital Marketing: Search Engine Optimization, Search Engine Marketing and Email Marketing

Unit - C: social media

- Social networking; Introduction to social profile management products- Facebook,
- Social Collaboration: virtual community- wikis, blogs, instant messaging, YouTube,
- Blogging: a brief history of blogs, blogs as narratives
- Digital Divide
- Security issues in using digital technology

Unit - D: Writing for New Media

- Blogs
- Micro blogging & Social networking/Facebook/Twitter/RSS feeds.
- Digital marketing, Emails etc.
- Digital Story telling formats
- Content writing, editing, reporting and its management

Teaching / Assessment Methodology:

- Synchronous Lectures

- Lectures on LMS

- Assignments

- Quizzes

- Project Report

Grading:

Internal Assessment   30%

End Term Exams   70%

Required Books and Materials:

Reference Books:

1. The New Media Reader, Ed. Noah Wardrip & Fruin and Nick Montfort, The MIT Press, Cambridge, 2003
2. A Journalist Guide to the Internet: *The Net as a Reporting Tool*, Christopher Callhan, Pearson/Allyn and Bacon, 2007
3. Cyber Media Journalism: *Emerging Technologies*, Jagdish Chakraborty, Authors Press, NewDelhi, 2005
4. Online Journalism: *A Critical Primer*, Jim Hall, Pluto press, London, 2001

5. Producing Online News: *Stronger Skills, Stronger Stories*, Ryan M. Thornburg, CQ Press, Washington, 2011
6. Ronal Dewolk Introduction to Online Journalism Allyn & Bacon, ISBN 0205286895
7. John Vernon Pavlik New Media Technology Allyn & Bacon ISBN 020527093X
8. Michael M. Mirabito, New Communication Technologies: Application Menon, Narayana. *The Communication Revolution*. National Book Trust. Pavlik J.V. *Media in the Digital Age*. Columbia University Press.

Course Name : Linguistics

Credits: 4

Course Objectives:

- To make students understand the systematic study of language.
- To familiarise students with the history and evolution of the English language
- To make them understand the structure and dybnamics of the English language.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Expose to a wide array of linguistic diversity as well as systematic patterns and crosslinguistic universals that constrain this diversity.
CO2	Understand and appreciate the systematic study of language.
CO3	Get femiliarise with the history of linguistics and enhance the communication skills.
CO4	Opt for more advanced coursework in linguistics.

Course Content:

Unit A:

Short notes on the following: Langue and Parole; Dialect and Accent; Motivation; Phonetic transcription; Stress and Rhythm; Morph and Allomorph; language registers, Consonants and Vowels, Tone and Accent; Allophone classification of English speech sounds

Unit B:

A brief history of linguistics: The growth of modern linguistics with particular reference to the main ideas contained in the works of Bloomfield (*Language*), Saussure (*A Course in General Linguistics*)

Unit C:

The organs of speech (production and classification of speech, sounds, the I.P.A. classification). The phonatory system. The concept of the phoneme, minimal pairs of allophonic variations. Vowels and consonants, cardinal vowels

The phonetics of English, Transcription of words, and connected English speech concerning Jones, E.P.D. The description of English vowels and consonants. Some differences between R.P. and Indian English, Syllable structure in English, Word Stress and Word Accent, rhythm, and intonation in connected speech

Unit D:

Theory of Grammar: The differences between traditional and structural approaches to grammar. The major tenets of the structural approach, including the study of:

Morphology: The nature and function of the morpheme, morph, and allomorph, Morphological analysis of English words

Syntax: Constituent Structure: Immediate-constituent analysis of sentences. The theory of transformational generative grammar (with reference to the work of Chomsky up to Aspects - 1965). Transformation rules, transforming Kernel Sentences into passive, interrogatives, negatives

Recent Theories: A brief overview of the functional approach to grammar with reference to the work of Halliday. (Study Lyons, Palmer, Robins)

Unit E:

The grammar and usage of modern English: The constituents of simple sentences, verb-based sentence patterns, the noun phrase, the verb phrase, auxiliary, adverbial and prepositional phrases, direct and indirect reference, sentence connection (Ref. To Chapters 2-7, 10, Quirk and Greenbaum, *University Grammar of English*, and exercises in the workbook on *University Grammar of English* by Close

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Allen, H.B.: *Reading in Applied English Linguistics (Amerind)*
2. Crystal D.: *What is Linguistics?*
3. Crystal D.: *Linguistics* (Penguin)
4. Grimson, A.C.: *An Introduction to the Pronunciation of English*
5. Jones, D: *English Pronouncing Dictionary 14th Ed*

6. Krishnaswamy and Verma: *Modern Linguistics*

7. Leech, G.: *Semantics* (Penguin Chapters 1,2,6,10)

8. Lyons, J.: *Introduction to Theoretical Linguistics -Last Two Chapters*

9. Lyons.J.: *Chomsky* (Fontana)

10. Mackey, W.F.: *Language Teaching Analysis*

11. Palmer, F: *Grammar and Semantics* (Penguin)

12. Parren, G.E, and J.L.M. Trim: *Application of Linguistics* (OUP)

13. Pimsleur, Paul, and Terence: *The Psychology of Second Language Learning* (OUP)

14. Quirk and Greenbaum: *University Grammar of English*

15. Robin R.H: *A Short History of Linguistics* (Longmans)

16. Robin R.H: *General Linguistics: An Introductory Survey*

17. Sethi and Dhamija: *A Course in Phonetics and Spoken English*

18. Syal and Jindal: *An Introduction to Linguistics* (Prentice Hall of India)

19. Wilkin, D.A.: *Linguistics in Language Teaching* (Edward Arnold)

20. Yule, G.: *The Study of Language* (O.U.P)

Course Name   : Contemporary Literary Theory

Credits: 4

Course Objectives:

The course is aimed to acquaint students with significant contemporary Western critical approaches and concepts. It will involve a careful and critical understanding of select seminal critical texts.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand basic concepts, terminologies, and theories.
CO2	Analyze texts against given theoretical parameters.
CO3	Have an enhanced critical understanding of various theories and ideas.
CO4	Apply the literary theories to the texts in more appropriate way.

Course Content:

Unit A:

Short notes on the following critical approaches/concepts/terms: Ideology, Intertextuality, difference, indeterminacy, trace and supplement, simulacra, hypertext, master narrative, Orientalism, Sign and signifier

Unit B:

Roland Barthes: "The Death of the Author"

Unit C:

M.H. Abrams: "The Deconstructive Angel"

Unit D:

Elaine Showalter: "Feminist Criticism in the Wilderness"

Unit E:

Edward Said: Introduction to Orientalism

Teaching / Assessment Methodology:

- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Peter Barry: Beginning Theory

2. Terry Eagleton: Literary Theory

3. M. H. Abram: Glossary to Literary Terms

4. Raman Selden: A Reader's Guide to Contemporary Literary Theory

5. Roland Barthes: "The Death of the Author"

6. M.H. Abrams: "The Deconstructive Angel"

7. Elaine Showalter: "Feminist Criticism in the Wilderness"

8. Edward Said: Introduction to Orientalism

Course Name : New Literatures

Credits: 4

Course Objectives:

The course is aimed at introducing the students to the world's most celebrated novels. The content is designed to incorporate the broader themes of racism, female oppression, civil war, capitalism, and colonialism.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand the socio-political problems of other countries that plague them till date.
CO2	Appreciate and identify the dominant themes and motifs.
CO3	Have a broader outlook on world literature, connecting it with the political and social changes that take place across borders.
CO4	Critically analyze the text in relation to the literary theories.

Course Content:

Unit A:
Short notes on: alterity and otherness; apartheid; colonialism; postcolonialism; creolization; cultural difference; hybridity; diaspora; hegemony; magic realism

Unit B:
Gabriel Garcia Marquez: *One Hundred Years of Solitude*

Unit C:
Margaret Atwood: *Surfacing*

Unit D:
J.M. Coetzee: *Disgrace*

Unit E:
Chinua Achebe: *Things Fall Apart*

Teaching / Assessment Methodology:

- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. Achebe, C: Hopes and Impediments

2. Anderson, B.: Imagined Communities

3. Ashcroft, Bill, et al, eds.: The Post-Colonial Studies Reader

4. Ashcroft, Bill: Post-colonial Configurations

5. Attwell, David. J M Coetzee: South Africa and the Politics of Writing.

6. Atwood, M: Survival: A Thematic Guide to Canadian Literature

7. Brennan, Timothy: Salman Rushdie and the Third World: Myths of the Nation

8. Coetzee, J.M.: White Writing: The Culture of Letters in South Africa

9. Gallagher, Susan Vanzanten. A story of South Africa: J M Coetzee's Fiction in Context.

10. Gorjup, Branko. Margaret Atwood: Essays on Her Works (Writers) Geurnica Editions, Canada, 2007

11. Head, Dominic. J M Coetzee.

12. King, Bruce: New National and Post-Colonial Literatures

13. King, Bruce: The New Literatures in English

14. Kossew, Sue, ed.: Critical Essays on J M Coetzee

15. Ngendahayo, Jean Damascene: The Impact of Women Oppression on the Societal Destruction. A Case Study of Chinua Achebe's Things Fall Apart Paperback – Grin Verlag, 2018

16. Rushdie, Salman: Imaginary Homelands

17. Rushdie, Salman: Step Across this Line

18. Sheckels, Theodore F. The Political in Margaret Atwood's Fiction: The Writing on the Wall of the Tent. Routledge, 2017

Course Name : Research Project

Course Objectives:

Students are expected to write a brief dissertation (approx. 15,000 words) on topics related to their area of interest which may include Women's Writing, Film Studies, Cultural Studies, Diasporic Writing, and other topics of contemporary interest.

Course Outcomes:

At the end of the course, the student/learner will be able to:

S. No.	Course Outcomes
CO1	Understand how to format and present a dissertation-level work.
CO2	Gain deeper knowledge about their chosen area of research.
CO3	Demonstrate the capability of good writing skills and critical thinking.
CO4	Gain confidence in organising ideas and presenting cogent arguments.

Methodology:

- Writing a brief dissertation (approx. 15,000 words) on topics related to one's area of interest.

Teaching / Assessment Methodology:
- Synchronous Lectures
- Lectures on LMS
- Assignments
- Quizzes
- Project Report

Grading:

Internal Assessment   30%
End Term Exams   70%

Further Reading:

1. The Modern Language Association of America. *MLA Handbook: Eight Edition*. 2016.
2. MLA Handbook, Ninth Edition. The Modern Language Association of America, New York, 2021.

Course Name: Personality Development & Life Skills -4 (Effective Negotiations)

Credits: 4

Course Objectives:

This course is focused to help students understand the techniques required to holistically develop their personalities. In this course students will find the strategies to enhance their decision making in a professional environment and provide them with the different methods of Negotiation which are important in the way the world economy works, how deals are made in the corporate world, and how the art of persuasion is achieved.

Course Outcomes:
At the end of this course the students will be able to:

Sr. No.	Course Out Come
CO1	Outline the significance of Negotiation
CO2	Create and claim value
CO3	Understand the methodologies of Negotiation
CO4	Strategize Negotiations
CO5	Examine overview of strategic orientation and numerous objectives
CO6	Extract the most out of Affirmations
CO7	Signify sources and structures of Negotiation
CO8	Discuss in detail about central-route and Peripheral-route of Persuasion
CO9	Discuss Win-Win Negotiation – Preparation, Advice, Result & Consequences.
CO10	Discuss about meaningful Commitments and few of its potential angle on negotiation along with four basic precepts.
CO11	Understand various different social styles and the ways to proceed towards negotiating each of them.
CO12	Functionally Negotiate under stress-like situations.
CO13	Learn the ways of Bluffing

Course content:

Unit- I

- Meaning of Negotiation
- Techniques of Negotiation

- Types and stages of Negotiation
- Strategies of Negotiation
- Setting Strategic Objectives

Unit- II

- Benefits of setting Affirmations
- Use of power of Negotiation
- Methods of Persuasion
- Negotiation resulting in a win-win situation

Unit- III

- Importance of Commitments
- Four basic precepts
- Potential Negotiation angles
- Social styles in Negotiation
- Handling high stake decision
- Gaining success in a high stake decision

Unit- IV

- Aims of Contract Discussions and Negotiations
- Meaning of Bluff
- Risks of Bluffing
- Alternatives of false statements
- Examples of Negotiation around the world

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment - 30%

End Term Exam - 70%

Further Readings

Negotiating at Work: Turn Small Wins into Big Gains, by Deborah M. Kolb and Jessica L.

3D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals, by David A. Lax and James K. Sebenius.

The First Move: A Negotiator's Companion, by Alain Lempereur and Aurélien Colson.

Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, by Deepak Malhotra and Max H. Bazerman.

Course Name : Research Methodology

Credits: 4

Course Objectives:

Research Methodology is a hands-on course designed to impart education in the foundational methods and techniques of academic research in the context of business management and economics. Research scholars would examine and be practically exposed to the main components of a research framework i.e., problem definition, research design, data collection, report writing, and presentation. Further, a student will be exposed to frequently applied statistics. Special attention to ethical concerns in research, measurement issues such as reliability and validity, and the critical assessment of research tools such as questionnaires, will be paid. Once equipped with this knowledge, participants would be well-placed to conduct disciplined research under supervision in an area of their choosing.

Course Outcomes:

At the end of the course, the student should be able to:

Sr.No.	Course Outcome
CO1	Apply a range of quantitative and / or qualitative research techniques to business and management problems / issues
CO2	Understand and apply research approaches, techniques and strategies in the appropriate manner for managerial decision making
CO3	Demonstrate knowledge and understanding of data analysis and interpretation in relation to the research process
CO4	Develop necessary critical thinking skills in order to evaluate different research approaches utilised in the service industries
CO5	Students should be able to define the meaning of a variable, and to be able to identify independent, dependent, and mediating variables.
CO6	Students should be familiar with good practices in conducting a qualitative interview and observation

Course Content:

Unit- I: Introduction to Research

Research and its types, characteristics of good research, Process of research, introduction to different research designs.

Unit- II: The language of Research

Dependent variables, Independent variables, Relationship between independent and dependent variables; control, extraneous and moderator variables; Hypothesis: Null hypothesis, Research Hypothesis, criteria of good hypothesis, Essential constituents of Literature Review

Unit- III: Sampling Techniques and Collection of Data

Probability sampling: simple random sampling, systematic sampling, stratified sampling, cluster sampling and multistage sampling. Non-probability sampling: convenience sampling, judgment sampling, quota sampling.

Primary data and Secondary Data, methods of primary data collection; observation, survey and interview, classification of secondary data, designing questionnaires and schedules.

Scales: Nominal scale, ordinal scale, interval scale, rating scale; criteria for good measurement

Unit- IV: Report Writing

Report writing: purpose, steps and format of research report; final presentation of the research report; idea of referencing, bibliography

Teaching / Assessment Methodology:
- Synchronous lectures
- Asynchronous videos/ Lectures on LMS
- Assignments
- Quizzes
- Project work

Grading:

Internal assessment   -   **30%**

End Term Exam   -   **70%**

Suggested Readings:

1. Donald R. Cooper and Pamela S. Schindler: Business Research Methods, Tata McGraw Hill, New Delhi.

2. C.R. Kothari: Research Methodology-Methods and Techniques, New Age International Publishers, New Delhi

Malhotra, N.K.: Marketing Research: An Applied Orientation, Pearson Education, New Delhi

Credits: 4

Course Objectives:

This course is designed to be a conceptual work based on the application of development communication. This course will help the students to learn the meaning, importance, functions and scope of development communication.

Course Outcomes:

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

CO1 Define and explain the meaning, importance, functions & scope of dev communication.
CO2 Explain important theories of development communication
CO3 Explain various models of development communication
CO4 Apply the knowledge of the theories and models of development communication practically.

Course Content:

Unit - A:
- Development: Concept, concerns, paradigms
- Concept of development
- Development versus growth
- Human development
- Development as freedom
- Models of development
- Basic needs model
- Nehruvian model
- Gandhian model
- Panchayati raj
- Developing countries versus developed countries

Unit - B:
- Development communication: Concept and approaches
- Paradigms of development: Dominant paradigm, dependency, alternative paradigm
- Dev comm. approaches – diffusion of innovation, empathy, magic multiplier
- Alternative Dev comm. Approaches
- Sustainable Development

- Participatory Development
- Development support comm. – definition, genesis

Unit - C:

- Role of media in development
- Mass Media as a tool for development
- Critical appraisal of dev comm. programmes and govt. schemes: SITE, Krishi Darshan, Kheda, Jhabua, MNREGA;

Unit - D:

- Practicing development communication
- Community radio and development Television programmes for rural India (Krishi Darshan)
- Using new media technologies for development

Teaching / Assessment Methodology:

- Synchronous Lectures

- Lectures on LMS

- Assignments

- Quizzes

- Project Report

Grading:

Internal Assessment   30%

End Term Exams   70%

Books and Materials:

Text Books:

- Srinivas R. Melkote & H. Leslie Steeves: Communication for Development In The Third
World, Sage Publications.

Reference Books:

- Rogers Everett M : Communication and Development- Critical Perspective, Sage, New Delhi, 2000
- UNDP : Human Development Report (published every year), Oxford University Press, New Delhi.
- World Bank : World Development Report (published every year) Oxford

University Press, New Delhi.

- Wilbur Schramm : Mass Media and National Development- the role of information in developing countries, UNESCO/ Stanford University Press, 1964.
- Amartya Sen : Development as freedom, Alfred A Knopf, New York, 1999.
- D V R Murthy : Development Journalism, What Next? Kanishka Publication,
- New Delhi, 2007.