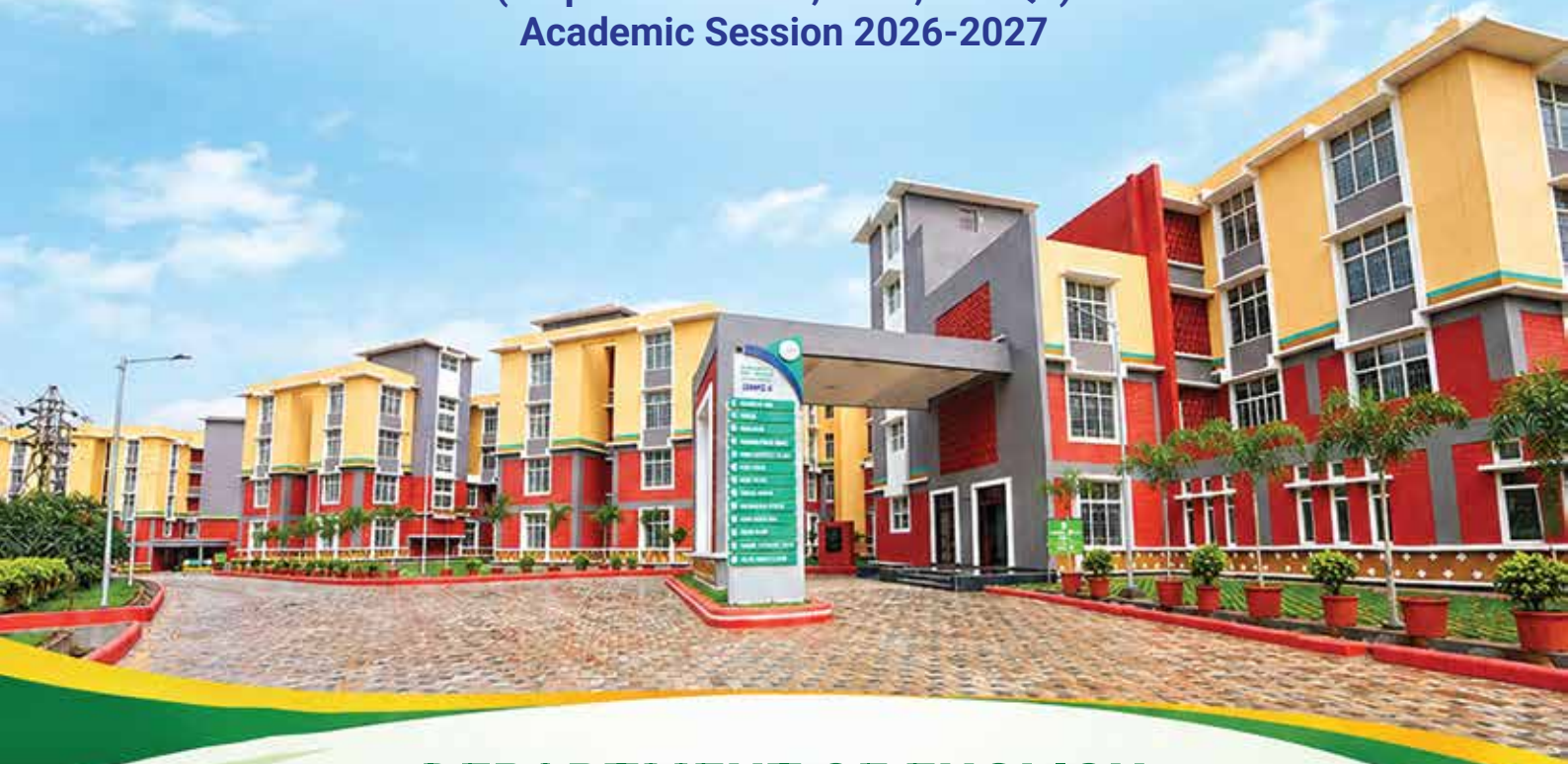
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN ENGLISH

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2026-2027



DEPARTMENT OF ENGLISH

SCHOOL OF COMPARATIVE TRIBAL LANGUAGES AND LITERATURES

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

About the Department / School and Programme

About the School

KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017 and it provides seven innovative Schools. The School of Comparative Tribal Languages and Literatures is one of the schools in which the Programme of English is running. The Programme of English offers two years M.A. course in English. KISS Deemed to be University is the first tribal institute in India which offers interdisciplinary courses in applied areas of Social Sciences. The subject covers various aspects of Languages and Literatures of Tribal in Social and Cultural Anthropology, Archaeology, and Cultural Studies. Social, religious, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

About the Department

The globality of English, rationality of Odia as well as Hindi, and the classicism and ancientness of Sanskrit are to be engaged in a comparative perspective both in teaching and research. In addition to these, certain courses in Tribal literature of various regions of India and aboriginals of the world are common to all the aforesaid Postgraduate Programmes in line with the objective of the school to promote comparative critical evaluation of the so called literature of civilized languages vis-a-vis tribal literature and their characteristically oral traditions.

Vision & Mission of the School

Vision-

Keeping the rich culture and linguistic diversity of the tribe in view, the Programme of English seeks to promote the study of literatures and cultures of the tribes together with the main stream English literary studies. A comparative perspective will be reflected in the teaching and research, with focus on the transactions not merely between the so called main stream and marginal or peripheral literatures but also the written and oral cultures.

Mission-

English Studies have lost their imperial trapping and English as the global language has multifarious cultural as well as literary forms across the globe, the mission of The Programme of English, KISS DU is to pursue English in a critically informed manner. The pedagogy involves integrating from a tribal and subaltern perspective with the structures of European/ British hegemonic concepts of cultural power. It also seeks to promote the study of the local tribal literature and culture in the context of the aboriginal literary forms across the globe.

Programme Overview

Programme Title:

Post Graduate Programme (English)

Programme Type:

Postgraduate

Programme Description

The Programme of Master of Arts in English comes under the School of Comparative Tribal Language and Literature to offer Master of Arts course since its inception in 2017. The courses of studies of M.A is revised in regular intervals and made up to date. The Department provides specialized teaching in Comparative Literature, Translation Studies, and Folk Literature & Tribal Studies.

M.A course adopted modern technology in editing and translation. Master of Philosophy and Doctor of Philosophy courses were introduced in the department since the academic year of 2017-18. The Department has been active in its research activities since its inception. The faculties of the department supervise dissertation for Masters Programme where students get anthropological and sociological field work exposure in the fourth semester.

Process of Curriculum Development

All Schools shall follow the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.

5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

a) Ability Enhancement Courses (AEC): It refers to the courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills not literature, prose, poetry and novel etc.

b) Academic Bank of Credits (ABC): The ABC has been envisaged by the UGC to facilitate the academic mobility of students with the freedom to study across the HEIs in the country with an appropriate 'credit transfer' mechanism from one programme to another, leading to attain a Degree/Diploma/Certificate, etc.

c) Academic Year: Two consecutive semesters constitute one academic year.

d) Choice Based : The students select courses from the prescribed courses i.e., Major, Minor, Multidisciplinary, Ability Enhancement Course (AEC), Skill Enhancement Course (SEC), Value Added Course (VAC), Summer Internship/ Lab/Research.

e) Major is the subject of main focus.

f) Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree/diploma/Certificate is prescribed in terms of number of credits to be earned.

g) Credit: A unit by which the course work is measured. One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.

h) Minor Course helps a student to gain a broader understanding beyond the major discipline. The subjects mentioned in the minor (in the course structure table) will be offered only if a minimum of 10 students opt for that particular subject.

i) Multidisciplinary: It refers to the courses that a student can opt from other disciplines in order to broaden the intellectual experience.

j) Skills Enhancement Courses (SEC): It refers to the courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

k) Summer Internship/Apprenticeship/Summer Project: It refers to experiential exposure of a student. Summer Internship of 6-8 weeks duration after the completion of the fourth semester, followed by a project report and viva-voce examination during the fifth semester has been made compulsory to enable the students to have hands on experience of real-life business situations.

l) Research has been provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues related to a real-life situation.

m) Value Added Courses: It refers to the courses enabling the students to acquire and demonstrate the knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

“1 Credit = 30 Notional Learning Hours.”

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship /Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	4	8	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

vii. Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

viii. Examination Pattern:

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Only Practical	**100**	**------**	**-------**	**-------**	**60**	**40**

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/ Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20	**85%-94%- 4 Marks**	**05**	**Nil**
Only Practical	**40**	Practical 30	**75%-84%- 3 Marks**	**5**	

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical

Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment-10 Record- 05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination:

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3**	**5x1=5**	**5x2=10**

	question (without practical)		
Total		**10**	**20**
For Practical Paper		**One Major Experimen t-5 Record-02 Viva voce-03**	---

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem	UG Honours / Honours with	Level 6.0	~160

Milestone / Year Completed	Exit Award	NHEQF Level	Standard Credit Range
VII–VIII) **Year 1(Sem I-II)**	Research Post-Graduate Diploma		
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

NHEQF-Aligned Programme Educational Objectives (PEOs)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

Programme Outcomes (PO)

(Aligned with NEP-2020 Graduate Attributes; Schools may customize.)

PO1	Moral & Ethical Values	The texts introduced in the syllabus are pregnant with moral and ethical values. The students will not only get degrees by reading the syllabus but also the texts will inculcate in them the values of life.
PO2	Disciplinary Knowledge	The programme will help developing the ability of students to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture, it will help understanding the history of the medieval and modern literature in English, Hindi, Odia, Sanskrit and Santali.
PO3	Communication Skills	Students will learn to create knowledge and communicate it to others both orally and in writing.

PO4	Critical Thinking, Problem solving & analytical reasoning	To demonstrate a critical aptitude and reflexive thinking to systematically analyses the existing scholarship and expand critical questions and the knowledge base in the field of studying English literary texts using digital resources.
PO5	Indian Knowledge Systems (IKS)	The student will learn the problem solving mechanism and equip themselves to overcome any adverse situation in life. The programme will also develop the analytical ability of the students to a greater degree.
PO6	Research-Related Skills	The programme will certainly augment the skill level of the student researchers. The research methodology course will educate the students to write dissertation, research papers, articles and other research related activities.
PO7	Cooperation/Teamwork	The pedagogy is such that the students will learn the art of team work and co-operation. Collaborative learning is the best way to achieve the common goals. The literary texts also teach students the magic of team work which will give them dividend even after their studies.
PO8	Digital Literacy	The Students through MOOCs Course are given digital literacy. Internet surfing, using power point for presentation, accessing website, collecting materials, searching source engines which are included in the curriculum that make our students digitally literate.
PO9	Experiential & Life – long learning	The Student will set their own learning goals, search appropriate resources, decide on which learning method to use and evaluate their progress. They will take responsibility for their education and attainment of knowledge.
PO10	Leadership Qualities	The literary texts will help nurturing the leadership qualities and characters introduced in the texts are inspirational and they too create impact on the students and encourage them to display their leadership qualities.

PO11	Professional & Decision-making Skills	The course inculcates the professional values and exhibits the decision-making skills for our students. The literary texts will make students decisive and formal. It also provides scope for introspecting and thereby developing professionalism. The sensible literary pieces of the syllabus provide decision making skills that help them in life.
PO12	Environment Awareness and Sustainability	The objective of programme is to make students aware about the environment, nature and their sustainability. Study of the texts in an eco-critical perspective will certainly make them understand their environment. The literary theories such as Green studies, eco-criticism, and eco-feminism incorporated in the syllabus will create environmental awareness and its sustainability.

Programme Specific Outcomes (PSO)

PEO-1- From the very beginning Students of the programme of English under the school of Comparative Tribal Languages and Literatures will be exposed to fieldwork research methodology so that they can do research and writings independently.

PEO-2-The Programme of English aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research and development both at national and international levels.

PEO3-The students will be well equipped with empirical research and research related policy making.

PEO-4- Students interested in administrative services other than teaching will also be benefited from the papers offered in this course.

Course Structure (Semester-wise)

(Schools will list courses in the following format.)

Semester I

Code	Course Title	Credit	L-T-P
EN40001	Emerging Trends In Literary Studies	4	3-1-0
EN40003	English Drama: 20th Century	3-1-0	4

EN40005	20th Century English Poetry	3-1-0	4
EN40007	English Novel: 20th Century	3-1-0	4
EN40009	World Literature	3-1-0	4
TL40051	Key Sociolinguistic Concepts for Tribal Literary, Language Studies	3-1-0	4
		TOTAL-24 CREDIT	

Prerequisites

- Course Objectives (5 COs) – use Bloom's Taxonomy

COs must map to NHEQF cognitive levels:

Course Title: Emerging Trends In Literary Studies

Course Code:EN40001

Credit: 04

Course Objectives:

- To introduce students to emerging trends in literary studies.
- To develop awareness of contemporary literary theories and genres.
- To explore literature in relation to society, environment, and technology.
- To enhance critical, analytical, and interdisciplinary reading skills.

Course Outcomes:

CO1: Explain the major emerging trends, genres, and theoretical approaches in contemporary literary studies.

CO2: Examine the concepts, forms, and significance of life writing and travel writing in modern literary discourse.

CO3: Interpret literary texts from the perspective of environmental concerns and climate change.

CO4: Evaluate the impact of digital technologies, digital humanities, and cyberliterature on reading, writing, and literary production.

CO5: Apply contemporary literary approaches to critically analyze texts in diverse social, cultural, environmental, and digital contexts.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	–	–	–	–	–	2	–	–	3	2	–	2	–
CO2	3	3	2	2	–	2	–	–	2	2	–	–	3	3	–	2	–
CO3	3	3	3	2	–	2	3	2	–	2	–	–	3	2	3	2	–
CO4	2	3	3	3	3	–	–	–	–	3	2	2	2	2	–	3	3
CO5	3	3	3	3	2	2	2	–	2	3	2	2	3	3	2	3	2

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

- **Unit I:** Literary Studies in the New Millennium: Genres, Theories and Styles
- **Unit II:** Introduction to Life Writing: Definition, evolution and the present models Introduction to Travel Writings: Definition, historical evolution and forms
- **Unit III:** Introduction to Literature and Climate Change "The Living Mountain" by Amitav Ghosh
- **Unit IV:** Introduction to Literature and the Digital Age: Reading and Writing in the digital media, Digital Humanities and Cyberliterature Machines Like Me by Ian McEwan, Jonathan Cape 2019.

Recommended Learning Resources

- The Norton Anthology of Theory and Criticism (3rd Edition) – Norton, 2018.
- Literary Studies in the Digital Age: An Evolving Anthology, edited by Kenneth Price & Ray Siemens, MLA Commons, 2013. *https://dlsanthology.commons.mla.org*
- On Life-Writing, by Zachary Leader, Oxford University Press, 2015.
- Encyclopaedia of Life Writing, ed. Margaretta Jolly, Routledge, 2001.
- Cambridge Companion to Literature and the Anthropocene, ed. John Parham, Cambridge University Press, 2021.

- Literature in the Digital Age: An Introduction, by Adam Hammond, Cambridge Introductions to Literature, 2016.
- A Companion to Digital Literary Studies, ed. Ray Siemens & Susan Schreibman, Blackwell Publishing, 2008. *http://www.digitalhumanities.org/companionDLS/*
- Poetry Foundation – https://www.poetryfoundation.org/poems/
- Project Gutenberg – https://www.gutenberg.org/
- SpringerLink DOI – Munira Salim & Asima Ranjan Parhi (2024), *Environmental Activism and Global Media* chapter: https://doi.org/10.1007/978-3-031-55408-7

SDG Mapping for this Course

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Promotes contemporary literary awareness and critical thinking
SDG 5	Gender Equlity	Gender representation in modern literary forms
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Voices of marginalized narratives
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	Literature on climate change
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	
SDG 17	Partnerships for the Goals	

Course Code: EN40003

Course Title- English Drama: 20th Century

Credit: 04

Course Objectives:

- To learn about the historical, political, and social background of the time, and how these factors influenced the literature.
- To examine the literary movements and ideologies, major works and writers of the time, that influenced the literature of the time.
- To learn about the themes and style of the literature and how drama can be used as a tool for cultural analysis.
- To learn how spectatorship and readership can be agents of cultural change.

Course Outcomes:

CO1: Demonstrate understanding of research methodology, fieldwork techniques, and various methods of data collection. Develop the ability to collect, interpret, and present scientific data systematically.

CO2: Identify research problems and apply appropriate qualitative and quantitative research methods. Interpret field data through critical analysis and evidence-based reasoning.

CO3: Conduct fieldwork independently using suitable research tools, ethical practices, and scientific procedures. Apply analytical techniques for data interpretation and preparation of research reports.

CO4: Analyze biological, social, cultural, and developmental issues using field-based evidence. Evaluate research findings through effective documentation, presentation, and academic discussion**.**

CO5: Produce a well-structured dissertation demonstrating academic writing, critical thinking, and research competence. Present and defend research findings confidently through seminars and viva voce examinations.

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Content:

Unit I: Modern Drama: A Short Introduction

Unit II: G.B. Shaw- *Pygmalion*
Unit III: John Osborne- *Look Back in Anger*

Unit IV: Samuel Beckett-*Waiting for Godot*

CO-PO-PSO Mapping
*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	2	2	1	2	2	2	3	2	3	2	2
CO2	2	3	3	2	2	3	2	2	2	3	2	2	3	3	3	2	2
CO3	2	3	3	3	2	3	2	3	2	3	2	2	3	3	3	3	3
CO4	2	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Kristen Shepherd-Barr. *Modern Drama: A Very Short Introduction*. Oxford University Press, 2016.
- Raymond Williams. *Drama from Ibsen to Brecht*. Penguin, 1969.
- George Bernard Shaw. *Pygmalion*. Penguin Classics, 2003. (https://www.gutenberg.org/ebooks/3825).
- Dan H. Laurence (ed.). *Shaw: Selected Plays with Prefaces*. London: Penguin, 2003.
- John Osborne. *Look Back in Anger*. Faber & Faber, 2013.
- John Russell Taylor. *Anger and After: A Guide to the New British Drama*. Methuen, 1962.
- Samuel Beckett. *Waiting for Godot*. Grove Press, 2011.
- Martin Esslin. *The Theatre of the Absurd*. Vintage, 2004 (first published 1961).
- Project Gutenberg (https://www.gutenberg.org/) → Shaw's *Pygmalion* and other classics.
- Internet Archive (https://archive.org/) → Borrow e-books like Raymond Williams, John Russell Taylor, and older drama criticism.
- Poetry Foundation (https://www.poetryfoundation.org/) → Background on modernist movements.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution

SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Critical engagement with drama
SDG 5	Gender Equlity	Gender roles in plays
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Class and social tensions
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social critique through drama
SDG 17	Partnerships for the Goals	

Course Code: EN40005

Course Title: 20th Century English Poetry

Credit: 04

Course Objectives:

1. To gain knowledge about the historical and political background of the time, and how these realities influenced the writing.
2. To learn about the major works and writers, literary movements and ideologies, the themes and styles that influenced the writing of the time.

3. To learn how to situate poems in their socio-political context analyzing the various modes of expression in the writing.
4. To review recent literary theories, schools, and trends, themes and concepts regarding how the works of the time are relevant to today.

Course Outcomes:

CO1: Demonstrate knowledge of the historical, political, and cultural contexts that influenced twentieth-century English poetry. Identify major poets, literary movements, and significant poetic works of the period.

CO2: Interpret the themes, styles, symbols, and literary techniques employed by major twentieth-century poets. Explain the influence of Modernism, Postmodernism, and other literary movements on poetic expression.

CO3: Apply literary theories and critical approaches to analyze representative twentieth-century poems. Examine themes such as war, identity, alienation, spirituality, and modernity through close textual reading.

CO4: Analyze diverse poetic forms, imagery, symbolism, and stylistic innovations including free verse and imagism. Evaluate the relationship between poetry and its socio-political and cultural contexts.

CO5: Critically assess the continuing relevance of twentieth-century English poetry using contemporary literary perspectives.

Course Contents:

Unit-I- History of 20th Century Poetry

Unit-II- W.B. Yeats- "Among School Children", "Sailing to Byzantium"

Unit-III- T.S. Eliot- "The Waste Land"

Unit IV- W.H. Auden- "Musee des Beuax Arts", "The Shield of Achilles" "Lullaby",
Philip Larkin-"Mr Bleany"

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2

CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

Unit I: History of 20th Century Poetry

Unit II: W.B. Yeats- "Among School Children", "Sailing to Byzantium"

Unit III: T.S. Eliot- "The Waste Land"

Unit IV: W.H. Auden- "Musee des Beuax Arts", "The Shield of Achilles"/ "Lullaby", Philip Larkin- "MrBleany"

Recommended Learning Resources

- Childs, Peter. *Modernism*. Routledge, 2000.
- Perloff, Marjorie. *21st-Century Modernism: The "New" Poetics*. Blackwell, 2002..
- Levenson, Michael (ed.). *The Cambridge Companion to Modernism*. Cambridge University Press, 2011.
- *Poetry Foundation* – https://www.poetryfoundation.org
- Yeats, W.B. *The Collected Poems of W.B. Yeats*. Wordsworth Classics, 2000.
- Yeats, W.B. *The Tower*. 1928 (includes *Sailing to Byzantium*).
- Jeffares, A. Norman. *W.B. Yeats: A New Biography*. Continuum, 2001.
    - Brown, Terence. *The Life of W.B. Yeats: A Critical Biography*. Blackwell, 1999. Bloom, Harold (ed.). *W.B. Yeats: Modern Critical Views*. Chelsea House, 2007.
- Yeats' poems (including *Sailing to Byzantium*) – Poetry Foundation: https://www.poetryfoundation.org
- Eliot, T.S. *The Waste Land and Other Poems*. Harcourt, 1998.
- Eliot, T.S. *Collected Poems 1909–1962*. Faber & Faber, 2002.
- *The Waste Land* full text: Poetry Foundation – https://www.poetryfoundation.org
- Auden, W.H. *Collected Poems*. Edited by Edward Mendelson, Vintage, 1991.

- Larkin, Philip. *High Windows*. Faber & Faber, 1974..
- Motion, Andrew. *Philip Larkin: A Writer's Life*. Faber & Faber, 1993.
  Thwaite, Anthony (ed.). *Larkin at Sixty*. Faber & Faber, 1982.
- Auden's *Musée des Beaux Arts* (Poetry Foundation): https://www.poetryfoundation.org/poems/
- Larkin's *Mr Bleaney* (accessible on Poetry Archive): https://poetryarchive.org

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary and critical skills
SDG 5	Gender Equlity	Gender representation
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Identity and marginal voices
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	War poetry and human rights
SDG 17	Partnerships for the Goals	

Course Code: EN40007

Course Title- English Novel: 20th Century

Credit: 04

Course Objectives:

- To gain knowledge about the historical and political background of the period, and how it influenced the literature.
- To learn about the major works and writers, themes and style, literary movements and ideologies that influenced the literature of the time.
- To develop their skills in researching and writing academic essays.
- To analyze the major theories of the novel and its history and the relationship between literary texts and social structures.

Course Outcomes:

- **CO1:** Contextualize 20th-century novels within their historical, political, and cultural frameworks.
- **CO2:** Critically engage with literary movements and ideologies such as modernism, realism, postcolonialism, and postmodernism.
- **CO3:** Analyze themes, styles, and narrative techniques characteristic of the 20th-century novel and gain familiarity with major novelists of the period and their contributions to literary history.
- **CO4:** Examine theories of the novel and apply them to critical reading and interpretation.
- **CO5:** Develop academic research and essay-writing skills through engagement with primary and secondary texts.

Course Contents:

Unit I - Chapter 6 & 7 Twentieth, Twenty-first Centuries and Postcolonial Literature in English from Poplawski's Book

Unit II- James Joyce- *Portrait of the Artist as a Youngman*

Unit III- D.H. Lawrence- *Women in Love*

Unit- IV- E.M. Forster- *A Passage to India*

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1

CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Paul Poplawski. *English Literature in Context*. Cambridge University Press, 2017.
- O'Reilly, Christopher. *Post-Colonial Literature in English*. Cambridge University Press, 2001.
- Childs, Peter. *Modernism*. Routledge, 2000.
- Bradbury, Malcolm, and James McFarlane (eds.). *Modernism: 1890–1930*. Penguin, 1991.
- British Library (background essays, author resources): https://www.bl.uk
- Bartleby (classic literary texts): https://www.bartleby.com
- Joyce, James. *A Portrait of the Artist as a Young Man*. Penguin Classics, 2003. Ellmann, Richard. *James Joyce*. Oxford University Press, 1982.
- Attridge, Derek (ed.). *The Cambridge Companion to James Joyce*. Cambridge University Press, 2004.
- Kenner, Hugh. *Dublin's Joyce*. Columbia University Press, 1987.
- Lawrence, D.H. *Women in Love*. Penguin Modern Classics, 2007. http://gutenberg.net.au/ebooks01/0100101.txt
- Spivak, Gayatri Chakravorty. *The Post-Colonial Critic: Interviews, Strategies, Dialogues*. Routledge, 1990.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Analytical literary study
SDG 5	Gender Equlity	Gender narratives
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Colonial/postcolonial critique

SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social justice themes
SDG 17	Partnerships for the Goals	

Course Code: EN40009

Course Title: World Literature

Credit: 04

Course Objectives:

- To familiarize the students to the existence of literature beyond the British and English narratives.
- To relate literary concepts, principles, terms, strategies, and styles to a range of literature.
- To comprehend how historical context or literary movements shape our understanding of literature.

Course Outcomes:

CO1: Demonstrate knowledge of major playwrights, dramatic traditions, and significant works in world literature. Identify the historical, cultural, and political contexts that shaped world drama.

CO2: Interpret dramatic texts using literary concepts, dramatic techniques, and critical terminology. Explain how historical events, ideologies, and literary movements influence dramatic expression.

CO3: Apply comparative and interdisciplinary approaches to analyze selected plays from different cultural traditions. Relate themes of identity, conflict, justice, and human values to global literary contexts.

CO4: Analyze the social, political, and cultural dimensions of plays by Ibsen, Brecht, and Fugard. Evaluate drama as a medium for social criticism, cultural representation, and political transformation.

CO5: Develop critical interpretations of world drama through research-based writing and presentations. Assess the relevance of world literature in promoting intercultural understanding and global citizenship.

Course Contents:

Unit-I- Introduction to all the playwrights and plays using various sources

Unit-II-Henrich Ibsen- The Wild Duck

Unit-III-Bertolt Brecht-Mother Courage and Her Children

Unit-IV- Athol Fugard- Blood Knot

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	3	1	1	1	2	3	3	2	2	3	1
CO2	2	3	2	2	2	3	3	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	2	2	3	2	2	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- McGraw-Hill Encyclopaedia of World Drama, 2nd ed., 5 vols., 1984.
- *The Cambridge Guide to Theatre*, Cambridge University Press, 1995.
- *The New Penguin Dictionary of the Theatre*, 2001.
- JSTOR & Project Muse (for critical essays on comparative and global drama).
- Damrosch, David. *What Is World Literature?* Princeton University Press, 2003.
- Ibsen, Henrik. *The Wild Duck*. Templeton, Joan. *Ibsen's Women*. Cambridge University Press, 1997..
- Northam, John. *Ibsen: A Critical Study*. Cambridge University Press, 1971.
- Willett, John (ed.). *Brecht on Theatre: The Development of an Aesthetic*. Hill & Wang, 1964.
- Thomson, Peter. *Brecht: Mother Courage and Her Children*. Cambridge University Press, 1997.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution

SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Global literary awareness
SDG 5	Gender Equlity	Gender discourse
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Cultural diversity
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Global perspectives
SDG 17	Partnerships for the Goals	

Course Code: TL40051
Course Title: Key Sociolinguistic Concepts for Tribal Literary and Language Studies
Credit: 04

Course Objectives:

- To enable the students to have analytic knowledge of the socio-linguistic dimensions of the oral languages and communication practices of the tribes as reflected in the literary texts.

- To develop a nuanced understanding of the tribal culture and their social reality and learning multilingualism in India which will also enable them to know the sociolinguistic structure and phenomenon of India.

- To know the tribal development of India from pre-independence to present day, develop a sense of responsibility to protect the endangered tribal languages and learn the ethnography of communication and gradual change of linguistic dynamics.

Programme Outcomes:

CO1: Demonstrate knowledge of fundamental sociolinguistic concepts, language variation, and communication practices in tribal societies. Identify the relationship between language, literature, culture, and society.

CO2: Interpret multilingualism, language diversity, ethnography of communication, and sociolinguistic structures within tribal communities. Explain the influence of language on identity, power, and cultural representation.

CO3: Apply sociolinguistic theories and analytical tools to examine tribal oral traditions, literary texts, and communication practices. Analyze language use through concepts such as speech community, code-switching, bilingualism, and language contact.

CO4: Evaluate the causes and consequences of language shift, language change, and endangered tribal languages in India. Analyze sociolinguistic data using linguistic variables, field observations, and ethnographic methods.

CO5: Develop research-based perspectives on language preservation, documentation, and revitalization of tribal languages. Critically assess sociolinguistic issues affecting tribal communities and propose culturally informed solutions.

Course Contents:

Unit- I

Foundation issues in language and society:

b) Language, dialect and variety
c) Verbal repertoire and communicative competence
d) Stereotypes, style, register and codes
e) Sociolinguistics and the sociology of language

Unit- II

Study of Language

f) Approaches to the study of language: prescriptive and descriptive approaches, synchronic and diachronic approaches, syntagmatic and paradigmatic relations; language, langue and parole, competence and performance, substance and form
g) Language Relativity The Sapir-Whorf Hypothesis

Unit- III

Language in social contexts:

h) Speech community and language boundaries
i) Sociolinguistics and dialectology
j) Language in social interactions: identity and power
k) Sociolinguistic networks and the ethnography of communication

Unit- IV

Language contact and language change:

l) Language shift and contact induced changes
m) Bi/Multilingualism; types of bilingualism and effect of bilingualism

n) Code-mixing and code-switching and diglossia.

o) Lingua franca, pidgin and creole

Sociolinguistic Research:

p) Linguistic and social variables

q) Sociolinguistic observations and identification of relevant data

r) Analysis of sociolinguistic data

s) Accounting for patterns and variations

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	3	1	1	1	2	3	3	2	2	3	1
CO2	2	3	2	2	2	3	3	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	2	2	3	2	2	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

(When structuring non-theory modules like Internships, Fieldwork, or Dissertations, substitute these text units with designated research milestones, tracking parameters, field safety/logistics, and project logbook criteria).

Recommended Learning Resources

- Hymes, Dell. *Foundations in Sociolinguistics: An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc., 1980.
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin, 2001.
- Hudson, R.A. *Sociolinguistics*. 2nd ed. Cambridge University Press, 1996.
- Wardhaugh, Ronald, and Janet Fuller. *An Introduction to Sociolinguistics*. Wiley-Blackwell, 8th ed., 2021.

- Fishman, Joshua A. *The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society*. Newbury House, 1972.
- Holmes, Janet. *An Introduction to Sociolinguistics*. Routledge, 2013.
- Mesthrie, Rajend, Joan Swann, Ana Deumert, and William L. Leap. *Introducing Sociolinguistics*. Edinburgh University Press, 2009.
- Saville-Troike, Muriel. *The Ethnography of Communication: An Introduction*. Wiley-Blackwell, 3rd ed., 2008.
- Fasold, Ralph. *The Sociolinguistics of Society*. Wiley-Blackwell, 1984.
- Project Gutenberg (https://www.gutenberg.org/) – for classical linguistic texts.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Linguistic knowledge
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Tribal inclusion
SDG 11	Sustainable Cities and Communities	Cultural preservation
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Linguistic rights

SDG 17	Partnerships for the Goals	

Course Structure (Semester-wise)

Code	Course Title	Credit	L-T-P
EN40002	Literary Theory and Criticism	4	3-1-0
EN40004	Diaspora Literature	3-1-0	4
EN40032 Or IE40032	Introduction to the History of American Literature OR Introduction to the History of Indian English Literature	3-1-0	4
EN40034 Or IE40034	American Poetry OR Indian English Poetry	3-1-0	4
EN40092	Application of Artificial Intelligence in Literary Studies	3-1-0	4
TL40052	Fiction on the Issues of Land, Environment, Justice, and Indian Knowledge Systems	3-1-0	4
		TOTAL-24 CREDIT	

Prerequisites

- Course Objectives (5 COs) – use Bloom's Taxonomy

COs must map to NHEQF cognitive levels:

Course Code: EN40002

Course Title: Literary Theory and Criticism

Credit: 04

Course Objectives:

- To recognise the principles of critical theory in the shaping of literature

- To trace the historical development of literary theory and its role in English studies
- To develop an enhanced ability to read, contextualize, and compare primary material by different literary theorists.

Course Outcomes:

CO1: Demonstrate knowledge of major literary theories, critical concepts, and the historical development of literary criticism. Identify the contributions of significant critics and theoretical schools in literary studies.

CO2: Interpret literary texts using concepts from New Criticism, Formalism, Structuralism, Poststructuralism, Marxism, and New Historicism. Explain the evolution and significance of critical approaches in English literary studies.

CO3: Apply literary theories and critical methodologies to analyze poetry, fiction, drama, and prose texts. Use theoretical concepts to produce informed and evidence-based literary interpretations.

CO4: Compare and evaluate different literary theories, concepts, and ideological perspectives. Analyze the relationship between literary texts, language, culture, history, and power structures.

CO5: Develop research-based arguments using appropriate literary theories and critical frameworks. Critically assess contemporary debates in literary criticism through scholarly writing and presentations.

Course Contents:

Unit I-New Criticism and Formalism: Paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant
Cleanth Brooks, "The Language of Paradox"

Unit II- Eliot- "Tradition and Individual Talent, Mathew Arnold: "The Study of Poetry"

Unit-III- Structuralism and Poststructuralism: Emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure
Gerard Gennette, "Introduction" to Narrative Discourse

Unit IV- Marxism and New Historicism: Emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic Louis Althusser, "Letters on Art" (from Lenin and Philosophy and Other Essays)

CO-PO-PSO Mapping
*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	2	1	1	1	2	2	3	3	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Waugh, Patricia & Rice, Philip (eds.). *Modern Literary Theory: A Reader*. Bloomsbury Academic, 4th edition. ISBN-13: 978-0340761915. *Online buy / info page:* Bloomsbury: *Modern Literary Theory: A Reader*
- *Archive preview: Modern Literary Theory: A Reader*
- Culler, Jonathan D. *Literary Theory: A Very Short Introduction*. Oxford University Press, 2nd ed. ISBN-13: 978-0199691340. *Excerpt & purchase info:* OUP site
- *Google Books preview: Literary Theory: A Very Short Introduction E-Book access via EBSCO Academic*
- Eagleton, Terry. *Literary Theory: An Introduction*. (Blackwell)
- The Norton Anthology of Theory & Criticism.
- Third Edition. Eds. Vincent B. Leitch, et al. W. W. Norton & Company. A comprehensive collection of theoretical texts across history.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Theoretical grounding

SDG 5	Gender Equlity	Feminist criticism
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Ideology critique
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Power discourse
SDG 17	Partnerships for the Goals	

Course Code: EN40004

Course Title: Diaspora Literature

Credit: 04

Course Objectives:

- To critically evaluate how Indian diaspora experiences are depicted in English-language or translated fiction.
- To identify and explain the different historic phases of the Indian diaspora and their impact on literature.
- To utilize various scholarly approaches to study and interpret the themes and concerns prevalent in diaspora literature and articulate the responses and perspectives of the Indian homeland toward diaspora as reflected in literature.

Programme Outcomes:

CO1: Demonstrate knowledge of the historical development, phases, and major concepts of diaspora literature. Identify key themes and representative writers of the Indian diaspora.

CO2: Interpret literary texts in relation to migration, identity, displacement, memory, hybridity, and cultural belonging. Explain the historical, cultural, and political contexts influencing diaspora writing.

CO3: Apply diaspora theories and critical approaches to analyze selected literary texts. Examine the relationship between homeland, hostland, identity, and transnational experiences in literature.

CO4: Analyze the representation of migration, exile, cultural negotiation, and multiculturalism in diaspora fiction. Evaluate the literary responses of Indian diaspora communities and their engagement with social and cultural realities.

CO5: Develop research-based interpretations of diaspora literature using primary and secondary sources. Critically assess the relevance of diaspora literature in understanding globalization, multiculturalism, and cultural identity.

Course Contents:

Unit-I- Introduction to Diaspora Studies

Unit-II- Jhumpa Lahiri, *Interpreter of Maladies*

Unit-III- Arundhati Roy: *The God of Small Things*

Unit-IV- V S Naipaul, *Half a Life*

CO-PO-PSO Mapping
*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	2	3	2	1	1	1	2	3	3	2	2	3	1
CO2	2	3	2	2	2	3	3	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	2	2	3	2	2	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Readings:

- William Walsh, Indo-Anglian Literature 1800-1970: A Survey, Orient Longman, Madras, 1976
- Tabish Khair, Alienation in Contemporary Indian English Novels, Oxford University Press, India, 2005
- Sahoo, Ajaya Kumar; Maharaj, Brij (Eds). Sociology of Diaspora: A Reader (2 Vols), Rawat Publication,2007
- Hookoomsing, Vinesh Y. (2003), Chota Bharat, Mauritius: The Myth and the Reality ', in Bhikhu Parekh, Gurharpal Singh, and Steven Vertovec (eds), Culture and Economy in the Indian Diaspora. London: Routledge, pp. 13-32.
- http://www.cairn-int.info/article-E_REMI_222_0179--bhikhu-parekh-gurharpal-singh-steven.htm
- *"Introduction: The diasporic imaginary*" in Mishra, V. (2008). Literature of the Indian diaspora. London: Routledge
- "*Cultural Configurations of Diaspora*," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). Diaspora &hybridity. London: Sage Publications.
- *"The New Empire within Britain*," in Rushdie, S. (1991). Imaginary Homelands. London: Granta Books

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary awareness
SDG 5	Gender Equlity	Identity issues
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Migration
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	

SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Cultural inclusion
SDG 17	Partnerships for the Goals	

Course Code: EN40032

Course Title: Introduction to the History of American Literature

Credit: 04

Course Objectives:

- To identify the key ideas, representative authors and works, significant historical or cultural events and characteristic perspectives expressed in the literature of different periods.
- To familiarize students with different literary forms, especially the short story and free verse poetry, which underwent changes during this age.
- To introduce to the literary and philosophical trends which defined some very significant shifts in American literature.

Programme Outcomes:

CO1: Demonstrate knowledge of the major periods, literary movements, representative authors, and significant works in American literature. Identify the historical, cultural, and philosophical contexts shaping American literary traditions.

CO2: Interpret the evolution of American literature through changing themes, genres, and literary styles. Explain the influence of historical events and intellectual movements on literary development.

CO3: Apply literary concepts and critical approaches to analyze poetry, short stories, and other literary genres. Relate literary texts to the social, cultural, and political realities of their respective periods.

CO4: Analyze the stylistic and thematic shifts from the Colonial period to Modernism. Evaluate the contributions of major American literary movements to the development of national literature.

CO5: Develop critical and research-oriented interpretations of American literary texts through academic writing and presentations. Assess the continuing significance of American literary traditions in contemporary literary studies.

Course Contents:

Unit -I- The Colonial and Early National Period (17th Century to 1830)
Unit -II- The Romantic Period (1830 to 1700)
Unit-III – Realism and Naturalism (1870 to 1910)
Unit -IV- The Modernist Period (1910 to 1945)

CO-PO-PSO Mapping
*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

***(*Recommended Learning Resources**

- Baym, Nina, et al. (eds.). *The Norton Anthology of American Literature*. W. W. Norton & Company, 9th edition, 2017.
- Bercovitch, Sacvan (ed.). *The Cambridge History of American Literature*. Cambridge University Press, multiple volumes (1994–2005).
- Elliott, Emory, et al. (eds.). *The Columbia Literary History of the United States*. Columbia University Press, 1988.
- Foner, Eric. *Voices of Freedom: A Documentary History*. W. W. Norton & Company, 5th edition, 2022.
- Kaplan, Amy. *The Social Construction of American Realism*. University of Chicago Press, 1988.
- Levenson, Michael (ed.). *The Cambridge Companion to Modernism*. Cambridge University Press, 2011.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Historical literary study
SDG 5	Gender Equlity	Representation
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Race/class
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Democracy
SDG 17	Partnerships for the Goals	

Course Code: IE40032

Course Title: Introduction to the History of Indian English Literature

Credit: 04

Course Objectives:

- To introduce the students to major movements and figures of Indian Literature in English through the study of selected literary texts, to create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text in colonial and postcolonial contexts.
- To learn the chronology of literary development in Indian writings in English.
- To know the literary trends of different periods.

Course Outcomes:

CO1: Demonstrate knowledge of the historical development, major periods, and representative writers of Indian English literature. Identify important literary movements, genres, and landmark texts across different phases.

CO2: Interpret Indian English literary texts within their colonial, postcolonial, historical, and cultural contexts. Explain the evolution of literary trends and thematic concerns across different periods.

CO3: Apply literary concepts and critical approaches to analyze representative works of Indian English literature. Relate literary texts to India's social, political, philosophical, and cultural developments.

CO4: Analyze the evolution of themes, language, literary forms, and stylistic innovations in Indian English writing. Evaluate the contributions of major Indian English writers to national and global literary traditions.

CO5: Develop research-oriented and critical interpretations of Indian English literary texts through academic writing and presentations. Assess the continuing relevance and global significance of Indian English literature.

Course Contents:

Unit -I- Early Writings in Indian English Literature

Unit -II- 19th Century Indian Writings

Unit-III – Early 20th Century Writings

Unit -IV- Later 20th Century Indian English Writings

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PSO1**	**PSO2**	**PSO3**
CO1	2	3	2	3	2	2	1	3	2	2

CO ↓ / PO →	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3
CO2	2	3	3	3	2	2	1	3	3	2
CO3	2	2	2	3	3	2	1	3	2	3
Average	2.0	2.7	2.3	3.0	2.3	2.0	1.0	3.0	2.3	2.3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English.* New Delhi: Pencraft International, 2005.
- Iyengar, K.R. Srinivasa. *Indian Writing in English.* New Delhi: Sterling Publishers, 2006.
- King, Bruce. *Modern Indian Poetry in English.* New Delhi: Oxford University Press, 2001.
- Chindhade, Shirish. *Five Indian English Poets.* New Delhi: Atlantic Publishers, 2001.
- Paranjape, Makarand. *Indian English Literature 1980–2000: A Critical Survey.* New Delhi: Pencraft International, 2001.
- Mehrotra, Arvind Krishna (ed.). *An Illustrated History of Indian Literature in English.* New Delhi: Permanent Black, 2003.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary knowledge
SDG 5	Gender Equlity	Gender discourse
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic	

	Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Postcolonial study
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social justice
SDG 17	Partnerships for the Goals	

Course Code: EN40034

Course Title: American Poetry

Credit: 04

Course Objectives:

- To learn how social, historical, and cultural elements influence American literature and how poets respond to significant historical processes.
- To be exposed to influential American poets like Frost, Whitman, Longfellow, and Pound understanding their contributions to the poetic tradition.
- To enable the students to appreciate the poems to understand the thoughts, emotions and imaginations contained in it.

Course Outcomes:

CO1: Demonstrate knowledge of major American poets, poetic traditions, and representative works. Identify the historical, cultural, and literary contexts influencing American poetry.

CO2: Interpret themes, symbols, imagery, and poetic techniques employed by major American poets. Explain how poetry reflects historical events, cultural values, and philosophical ideas.

CO3: Apply literary concepts and critical approaches to analyze selected American poems. Relate poetic themes such as nature, democracy, individuality, spirituality, and modernity to broader literary traditions.

CO4: Analyze the stylistic innovations, language, and aesthetic features of American poetry. Evaluate the contributions of poets such as Walt Whitman, Robert Frost, Henry Wadsworth Longfellow, and Ezra Pound to American literary history.

CO5: Develop critical and research-oriented interpretations of American poetry through academic writing and presentations. Assess the continuing relevance of American poetry in understanding culture, society, and the human experience.

Course Contents:

Unit-I- Robert Frost: "Road not Taken", "Fire and Ice", "Mending Wall", "Birches"
Unit-II-Walt Whitman: Leaves of Grass
Unit-III- H. W Long fellow: "The Arrow and the Song", "To the River Challenge", "The Rainy Day"
Unit-IV-Ezra Pound: "Lustra", "The lake isle", "In a Station of the Metro"

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Book of American Poetry, David Lehman
- Encyclopaedia of American Poetry: The 20th Century Ed. by Eric L. Harlson
- Studies in American Poetry, by Chaitali Maitra,2014
- Bloom, Harold (ed.). *American Poets of the 20th Century*. Chelsea House Publishers, 2001.
- Parini, Jay (ed.). *The Columbia History of American Poetry*. Columbia University Press, 1993.
- Vendler, Helen. *Soul Says: On Recent Poetry*. Harvard University Press, 1996.
- Quinn, Justin. *American Poetry Since 1945*. Routledge, 2017.

- Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge University Press, 2003.
- Gelpi, Albert. *American Poetry After Modernism: The Power of the Word*. Cambridge University Press, 2017.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary skills
SDG 5	Gender Equlity	Representation
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Identity
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Human condition
SDG 17	Partnerships for the Goals	

Course Title: Indian English Poetry

Credit: 04

Course Objectives:

- To enable the students to analyze and evaluate the poems of Indian authors, to understand the thoughts, emotions and imaginations contained in it.
- To understand the poetic sensibilities of Indian English poets.
- To inculcate the positive thoughts and pave the way to lead life in a defined direction.

Course Outcomes:

CO1: Demonstrate knowledge of major Indian English poets, representative poems, and literary traditions. Identify the historical, cultural, and philosophical influences reflected in Indian English poetry.

CO2: Interpret themes, imagery, symbolism, and poetic techniques employed by Indian English poets. Explain the relationship between poetry and India's socio-cultural and philosophical traditions.

CO3: Apply literary concepts and critical approaches to analyze selected Indian English poems. Relate poetic themes such as identity, nature, spirituality, love, and human values to broader cultural contexts.

CO4: Analyze the stylistic features, language, and aesthetic qualities of Indian English poetry. Evaluate the contributions of major poets such as Jayanta Mahapatra, A. K. Ramanujan, Rabindranath Tagore, and Sarojini Naidu to Indian literary traditions.

CO5: Develop research-based interpretations of Indian English poetry through academic writing and presentations. Critically assess the relevance of Indian English poetry in fostering ethical values, cultural awareness, and reflective thinking.

Course Contents:

Unit-I- Jayant Mohapatra- “Indian Summer”, “A questionable conviction”

Unit-II-A.K. Ramanujan- “Ecology”, “Death and the good Citizen”

Unit-III-R. N. Tagore- Selected Poems: “The suicide of the star”, “On the nature of Love”, “Freedom”

Unit-IV-Sarojini Naidu- “Ecstasy”, “Life”

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2

CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Modern Indian Poetry in English by Bruce King: Indian English Poetry: From the Beginnings Up to 2000 by M K Naik
- The Oxford India Anthology of Twelve Modern Indian Poets by A K Mehrotra
- Contemporary Indian English Poetry and Drama: Changing Canons and Responses, Ed. by Arnab Kumar Sinha, Sajal Kumar Bhattacharya and Himadri Lahiri Cambridge Scholar Publishing.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- Naik, M.K. *Indian English Poetry: From the Beginnings Up to 2000*. Pencraft International, 2001.
- Mehrotra, A.K., ed. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, 1992.
- Sinha, Arnab Kumar, Sajal Kumar Bhattacharya, and Himadri Lahiri, eds. *Contemporary Indian English Poetry and Drama: Changing Canons and Responses*. Cambridge Scholars Publishing, 2017.
- Dwivedi, A.N., ed. *Indian Poetry in English: A Critical Assessment*. Atlantic Publishers, 2001
- Paranjape, Makarand. *Contemporary Indian Poetry in English: An Assessment and Selection*. Sterling Publishers, 1993.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary study
SDG 5	Gender Equlity	Gender discourse
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Identity
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Cultural harmony
SDG 17	Partnerships for the Goals	

Course Title: EN40092

Course Name: Application of Artificial Intelligence in Literary Studies

Credit: 04

Course Objectives:

- To introduce students to the intersection of Artificial Intelligence (AI) and Literary Studies exploring how AI technologies are transforming traditional literary analysis, creating new forms of literature and enhancing the understanding of texts.
- To understand the fundamental concepts of Artificial Intelligence and its relevance to literary analysis.
- To explore various AI applications such as Natural Language Processing (NLP), machine learning and deep learning in literary criticism.
- To analyze how AI reshapes traditional literary theory, authorship and textual interpretation. and critically engage with AI-generated texts and their implications for authorship, creativity, and the future of literary studies.

Course Outcomes:

CO1: Demonstrate knowledge of Artificial Intelligence concepts, including Machine Learning, Natural Language Processing, Deep Learning, and their applications in literary studies. Identify the role of AI in literary criticism, digital humanities, and computational text analysis.

CO2: Interpret literary texts using AI-assisted analytical methods such as sentiment analysis, text classification, authorship attribution, and thematic analysis. Explain the relationship between AI technologies and evolving literary theories, authorship, and textual interpretation.

CO3: Apply AI tools and Natural Language Processing techniques to analyze literary texts and support digital humanities research. Use computational approaches to examine genre, style, narrative structure, and linguistic patterns in literature.

CO4: Critically analyze AI-generated literature and evaluate issues of creativity, authorship, originality, plagiarism, bias, and ethical responsibility. Compare human-authored and AI-generated texts using literary and computational perspectives.

CO5: Develop research-based projects integrating AI with literary studies while critically evaluating the future of AI in literary scholarship and education. Assess the ethical, philosophical, and cultural implications of Artificial Intelligence in literature and the humanities.

Course content:

Unit 1: Introduction to Artificial Intelligence and Literary Studies

- Overview of Artificial Intelligence: Definitions, history and development of AI.
- AI in everyday life: Role of AI in technology, communication, and media.
- Basic AI concepts: Machine Learning (ML), Natural Language Processing (NLP), Deep Learning and Neural Networks.
- Early applications of AI in the Humanities: How AI has been used in literary studies (e.g., computational linguistics, digital humanities).

Unit 2: Natural Language Processing (NLP) and Textual Analysis

- Introduction to NLP and its significance in Literary Studies.
- Key NLP techniques: Tokenization, Part-of-Speech Tagging, Sentiment Analysis, Named Entity Recognition (NER) and Text Classification.

- Application of NLP in analyzing literary texts: Genre classification, thematic analysis, authorship attribution, and sentiment analysis of poetry and prose.
- Case studies: NLP applications in literary criticism (e.g., analyzing Shakespeare, Jane Austen and modern texts).

Unit 3: AI in Literary Creation and Authorship

- AI-generated literature: How AI systems (e.g., GPT, OpenAI) create poetry, short stories and novels.
- The concept of authorship in the age of AI: Is an AI-created work "authored"? Who owns AI-generated texts?
- Ethical considerations: The implications of AI in literary production, authorship rights, and plagiarism.
- Exploring AI-generated narratives: A comparison of human-authored and AI-authored works.

Unit 4: The Future of AI in Literary Studies

- The changing landscape of literary criticism with AI tools: Quantitative approaches to literary studies.
- New forms of literature enabled by AI: Interactive storytelling, AI-generated poetry, virtual reality narratives, and transmedia storytelling.
- AI in the classroom: Teaching literature through AI tools, applications for students.
- Ethical concerns: Bias in AI, the role of human interpretation and the future of AI in the humanities.

CO-PO-PSO Mapping
*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	2	3	1	2	2	2	2	3	2	2	3
CO2	2	3	3	2	2	2	2	3	2	3	2	2	2	3	3	2	3
CO3	2	3	3	3	2	2	2	3	2	3	2	2	2	3	3	3	3

CO4	2	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

- **Recommended Learning Resources**
- "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell
- "Digital Humanities: A Primer for Students and Scholars" by Steven E. Jones
- "Literary AI: Exploring the Intersection of Machine Learning and Literary Theory" by John B. Thompson
- "Speech and Language Processing" by Daniel Jurafsky and James H. Martin
- "Computational Literary Studies: An Introduction" by David L. Hoover
- "The Cambridge Handbook of Computing in Literary Studies" edited by David P. Miller and Ted Underwood
- "Artificial Intelligence and the Literary Imagination" by Stephen Baker
- "Machine Learning and the Humanities" by David M. Blei
- "AI in Literature and the Arts" by Milad Doueihi
- "The Rise of the Machines: Artificial Intelligence and the Humanities" by John J. McDermott
- "AI and the Humanities: The Turing Test, Ethical Boundaries, and Critical Theory" by James E. Young
- "Humanities and the Digital: Critical Perspectives" edited by David M. Berry

Recommended Software/Tools:

- Natural Language Toolkit (NLTK)
- SpaCy
- GPT-3 (OpenAI)
- Stanford CoreNLP
- Mallet (Machine Learning Toolkit)

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Digital learning
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	AI application
SDG 10	Reduced Inequalities	Digital access
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Ethical AI
SDG 17	Partnerships for the Goals	

Course Code: TL40052

Course Name: Fiction on the Issues of Land, Environment and Justice

Credit: 04

Course Objectives:

- To analyze literary texts and their narratives to understand the complex environmental and social challenges presented.
- To build emotional intelligence and understanding for characters and communities impacted by environmental problems and systemic injustice.
- To connect literary themes to real-world environmental policies, resource extraction, and social justice movements.
- To inspire students to think creatively about environmental issues and to express their understanding through analytical writing and discussion.

Course Outcomes:

CO1: Demonstrate knowledge of literary representations of land, environment, tribal life, and ecological justice. Identify key concepts of environmental humanities, indigenous studies, and postcolonial ecocriticism.

CO2: Interpret fictional narratives within the contexts of environmental degradation, displacement, tribal identity, and social justice. Explain the relationship between literature, ecology, and indigenous knowledge systems.

CO3: Apply ecocritical, postcolonial, and environmental justice theories to analyze selected literary texts. Relate literary themes to contemporary environmental policies, resource conflicts, and sustainability issues.

CO4: Analyze the representation of land, environmental ethics, cultural identity, and resistance in tribal and marginalized communities. Evaluate the impact of colonialism, development, and resource extraction on ecological and social justice.

CO5: Develop research-based interpretations of environmental fiction through academic writing and presentations. Critically assess literature as a tool for promoting ecological consciousness, ethical responsibility, and sustainable development.

Course Contents:

Unit I- An Overview of Tribal Culture and Tribal Life

Unit II-Gopinath Mohanty- *Paraja,*

Unit III-Amitav Ghosh- *Hungry Tide*

Unit IV-Prativa Ray- *Primal Land*

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	2	2	1	2	3	3	1	1	1	2	3	3	2	2	3	1
CO2	2	3	2	2	2	3	3	2	2	2	2	3	3	3	2	3	2
CO3	2	3	3	2	2	3	3	2	2	2	2	3	3	3	3	3	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Mohanty, Gopinath. *Paraja* (Translated by Bikram K. Das). Oxford University Press, 1987.
- Ghosh, Amitav. *The Hungry Tide*. Harper Collins, 2005.
- Ray, Prativa. *Primal Land*. Authors press, 2010.
- Channa, Subhadra Mitra. *Anthropological Perspectives on Indian Tribes*. Orient Blackswan, 2002.
- Gadgil, Madhav, and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. Oxford University Press, 1995.
- Guha, Ramachandra. *Environmentalism: A Global History*. Longman, 2000.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Awareness
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and	

	Infrastructure	
SDG 10	Reduced Inequalities	Tribal justice
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	Environment
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social justice
SDG 17	Partnerships for the Goals	

Course Structure (Semester-wise)

Semester III

Code	Course Title	Credit	L-T-P
TL50001	Research Methodology	4	3-1-0
RE50003	Research and Publication Ethics	3-1-0	4
EN50031 Or IE50031	American Drama OR Indian English Drama	3-1-0	4
EN50033 Or IE50033	American Novel OR Indian English Novel	3-1-0	4
TL50051	Theme-based Movies and Tribal Museum Visit: Indigenous Cultures, Indian Knowledge Systems, and Experiential Learning	3-0-1	4
CA50091	Computer Application and Data	3-1-0	4

	Analysis		
		TOTAL-24 CREDIT	

Prerequisites

- Course Objectives (5 COs) – use Bloom's Taxonomy

COs must map to NHEQF cognitive levels:

Course Code: RM50001

Title: Research Methodology

Credit: 04

Course Objectives:

- To introduce students to the basic principles, concepts, and processes involved in research methodology.
- To develop a comprehensive understanding of different research methods, approaches, and designs and to formulate research questions, hypotheses, and objectives.
- To provide the students with the knowledge to select appropriate data collection methods and sampling techniques, familiarizes them with data analysis techniques, including quantitative and qualitative methods and enhances their abilities to critically evaluate and interpret research findings.
- To develop skills in organizing and presenting research results effectively.

Course Outcomes:

CO1: Demonstrate knowledge of research methodology, research design, hypotheses, and problem formulation. Identify different research approaches, methods, and ethical principles in academic research.

CO2: Interpret research questions, objectives, theoretical frameworks, and appropriate research designs. Explain qualitative, quantitative, and interdisciplinary methods used in literary and social science research.

CO3: Apply suitable methods of literature review, data collection, sampling, citation, and research documentation. Use major literary theories and research tools to conduct systematic academic inquiry.

CO4: Analyze and interpret qualitative and quantitative research data using appropriate analytical techniques.

Evaluate research findings, identify limitations, and maintain academic integrity through ethical research practices.

CO5: Prepare research proposals, dissertations, and scholarly papers following accepted academic conventions. Critically evaluate published research while applying ethical standards, citation practices, and plagiarism guidelines.

Course Contents:

Unit-I-Introduction to Research methodology (Definition, Explanation of terms, Hypothesis, Analysis and interpretation of data, Formulation of Research Problem)

Unit-II-Requirements of Research Paper, Format and Components of Research Proposal (Synopsis, Format and Components of Dissertation/ Thesis)

Unit III-Major Theoretical Approaches to Literary Research (Post Colonial, Feminist, Eco-critical etc), Research Ethics,

Unit IV-Review of Literature, Citation, Presentation and Publication, Plagiarism in research

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	2	2	1	2	2	2	3	2	3	2	2
CO2	2	3	3	2	2	2	2	2	2	3	2	2	3	3	3	2	2
CO3	2	3	3	3	2	2	2	3	2	3	2	2	3	3	3	3	3
CO4	2	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Hymes, Dell. *Foundations in Sociolinguistics: An Ethnographic Approach*. New Jersey: University of Pennsylvania Inc., 1980.
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin, 2001.
- Hudson, R.A. *Sociolinguistics*. 2nd ed. Cambridge University Press, 1996.
- Wardhaugh, Ronald, and Janet Fuller. *An Introduction to Sociolinguistics*. Wiley-Blackwell, 8th ed., 2021.

- Fishman, Joshua A. *The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society*. Newbury House, 1972.
- Holmes, Janet. *An Introduction to Sociolinguistics*. Routledge, 2013.
- Mesthrie, Rajend, Joan Swann, Ana Deumert, and William L. Leap. *Introducing Sociolinguistics*. Edinburgh University Press, 2009.
- Saville-Troike, Muriel. *The Ethnography of Communication: An Introduction*. Wiley-Blackwell, 3rd ed., 2008.
- Fasold, Ralph. *The Sociolinguistics of Society*. Wiley-Blackwell, 1984.
- Project Gutenberg (https://www.gutenberg.org/) – for classical linguistic texts.

- Ethnologue https://www.ethnologue.com

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Linguistic knowledge
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Tribal inclusion
SDG 11	Sustainable Cities and Communities	Cultural preservation
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Linguistic rights
SDG 17	Partnerships for the Goals	

Course Code: RE50003

Course Title: Research and Publication Ethics

Credit: 04

Course Objectives

This course introduces students to the principles of research ethics, academic integrity, and responsible publication practices. It develops awareness of plagiarism, research misconduct, predatory publishing, and ethical decision-making in scholarly work. The course equips students with skills to evaluate research quality, use citation databases and metrics responsibly, and communicate research findings with honesty, transparency, and professional integrity.

Course Outcomes:

CO 1: Explain the fundamental principles of research ethics, scientific integrity, and responsible publication practices. Understand the importance of ethical conduct in academic research.

CO 2: Identify research misconduct, plagiarism, and predatory journals using appropriate ethical guidelines and plagiarism detection tools. Apply best practices to ensure research quality and transparency.

CO 3: Evaluate research publications using indexing and citation databases, research metrics, and open-access resources. Interpret scholarly impact through ethical and informed assessment.

CO 4: Demonstrate ethical decision-making and responsible research practices in academic writing and publication. Communicate research findings with honesty, credibility, and professional integrity.

CO5: Communicate research findings with honesty and professional integrity. Promote transparency, accountability, and credibility in scholarly work.

Course Contents:

Unit: I- Philosophy and Ethics

- Introduction of philosophy: Definition, nature and scope, concept, branches
- Ethics: Definition, moral philosophy, nature of moral judgments and reactions**.**

Unit: II- Scientific Conduct:

- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics and Practice

- Publication Ethics: Definition, introduction and importance
- Publication misconduct: definition, concepts, problems that lead to unethical behaviour.
- and vice versa, types
- Intellectual honesty and research Integrity

Unit-IV- Open Access Publishing:

- Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
- Violation of publication ethics, authorship and contributor ship

- Identification of publication, misconduct, complaints and appeals
- Predatory publishers and journals
- Open access Publications and Initiatives.
- SHERPA/ROMEO online resource to check publisher copyright and self-achieving.
- Policies.
- Software tools to identify predatory publications developed by SPPU.
- Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer. Journal suggested, etc.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	3	2	1	2	2	2	3	2	2	2	2
CO2	2	3	3	2	2	2	3	3	2	3	2	2	3	3	3	2	2
CO3	2	3	3	3	2	2	2	3	2	3	2	2	2	3	3	3	3
CO4	2	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
- Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. North western University Law Review 2007;101:643–86.
- Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008;3:10.

- Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC
- Dawson A, Yentis SM. *Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007;33:165–7.*
- Dawson A. A messy business: qualitative research and ethics. Clinical Ethics 2006;1:114–6.
- De Vries R, DeBruin D a, Goodgame A. *Ethics review of social, behavioral, and economic research: where should we go from here?* Ethics & Behavior 2004;14:351-68.
- Dingwall R (2006) Confronting the anti-democrats: *The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.*
- Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies: Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005;40:279–90.
- Fauriel I, Moutel G, Duchange N, et al. *Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312 8.*
- Greene SM, Geiger AM. A review finds that multicentre studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Ethical research
SDG 5	Gender Equality	Fair authorship
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	

SDG 9	Industry Innovation and Infrastructure	Research tools
SDG 10	Reduced Inequalities	Equal access
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Transparency
SDG 17	Partnerships for the Goals	

Course Code: EN50031

Course Title: American Drama

Credit: 04

Course Objectives:

- To examine the growth and emergence of American drama through the study of selected texts.
- To explore and analyze the literary and theatrical devices writers and productions use.
- To examine social issues, stereotypes, and cultural misrepresentations (racism, classism, gender bias) within American drama.

Course Outcomes:

CO1: Demonstrate knowledge of the historical development, major movements, and representative playwrights of American drama. Identify significant dramatic forms, theatrical conventions, and literary features of American theatre.

CO2: Interpret dramatic texts in relation to their historical, social, political, and cultural contexts. Explain the use of dramatic techniques, characterization, symbolism, and stagecraft in selected plays.

CO3: Apply literary theories and dramatic criticism to analyze major American plays and theatrical practices. Relate dramatic themes such as identity, family, race, class, gender, and the American Dream to broader societal issues.

CO4: Analyze the representation of psychological conflicts, social inequalities, and cultural values in American drama. Evaluate the contributions of Tennessee Williams, Arthur Miller, Edward Albee, and Sam Shepard to modern American theatre.

CO5: Develop research-based interpretations of American drama through academic writing, presentations, and performance analysis. Critically assess the relevance of American drama in understanding contemporary social and cultural realities.

Course Content:

Unit- I -Tennessee Williams- *A Streetcar Named Desire*

Unit -II -Arthur Miller- *Death of a Salesman*

Unit III- Edward Albee: *Who is afraid of Virginia woolf*

Unit- IV-Sam Shepard: *Fool for Love*

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- *American Literature: Timeline, History and facts:* Britannica, http//www.britannica.com
- *History of the Theatre, 10th Edition* by Oscar G. Brocket and Franklin J. Hildy

- *Actresses as Working Women: Their Social Identity in Victorian Culture* by Tracy C.
  - Davis
- *The Cambridge Companion to African-American Theatre* by Harvey Young, ed.
- Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004.
- Miller, Arthur. *Death of a Salesman*. Penguin Classics, 1998.
- Albee, Edward. *Who's Afraid of Virginia Woolf?* Signet, 2003.
- Shepard, Sam. *Fool for Love*. Dramatists Play Service, 1983.
- Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*, 10th Edition. Allyn & Bacon, 2007.
- Davis, Tracy C. *Actresses as Working Women: Their Social Identity in Victorian Culture*. Routledge, 1991.
- *American Literature: Timeline, History, and Facts*, Britannica https://www.britannica.com

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary study
SDG 5	Gender Equlity	Representation
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Social themes
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	

SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social critique
SDG 17	Partnerships for the Goals	

Course Code: IE50031

Course Title: Indian English Drama

Credit: 04

Course Objectives:

- To analyze the growth and emergence of Indian English drama and dramatist through the study of selected texts.
- To enable students to learn about the social and political issues in the works of modern Indian playwrights and appreciate the difference between ancient and modern Indian literature.
- To familiarize students with modern Indian performance traditions the Indian myth, culture, socio-religious aspects of Indian life and soci0-political issues in the works of major modern Indian playwrights.

Course Outcomes:

CO1: Demonstrate knowledge of the historical development, major playwrights, and significant works of Indian English drama. Identify the evolution of Indian theatre and its relationship with literary and cultural traditions.

CO2: Interpret dramatic texts in relation to India's social, political, cultural, and religious contexts. Explain the influence of mythology, history, and performance traditions on modern Indian drama.

CO3: Apply literary theories and dramatic criticism to analyze representative Indian English plays. Relate dramatic themes such as identity, tradition, modernity, gender, and social change to contemporary Indian society.

CO4: Analyze the representation of mythology, cultural values, socio-political conflicts, and human relationships in Indian drama. Evaluate the contributions of Girish Karnad, Manjula Padmanabhan, Sri Aurobindo, and Badal Sircar to modern Indian theatre.

CO5: Develop research-based interpretations of Indian English drama through academic writing, presentations, and performance analysis. Critically assess the relevance of Indian drama in understanding contemporary cultural, ethical, and social issues.

Course Contents:

Unit I-Girish Karnad: *Yayati*

Unit II- Manjula Padnavam: *The Harvest*

Unit- III- Sri Aurobinda: Vasavadutta

Unit-IV-Badal Sircar: Ebam Indrajit

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**2**	**2**
CO2	**2**	**3**	**3**	**3**	**2**	**2**	**1**	**3**	**3**	**2**
CO3	**2**	**2**	**2**	**3**	**3**	**2**	**1**	**3**	**2**	**3**
CO4	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**2**	**2**
Average	**2.0**	**2.7**	**2.3**	**3.0**	**2.3**	**2.0**	**1.0**	**3.0**	**2.3**	**2.3**

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- ***T**he Key To Indian Practice: MUllah*
- *Indian English Drama-: Unpopular Plays by poplar Indian Poes: Manisha Gawali*
- *Indian English Drama: A Study in Myths Paperback – 1 by Nand Kumar*
- *Studies in Indian Writing in English: With a Focus on Indian English Drama Hardcover – 31 December 1990 by P.Bayapa Reddy*
- Kannada, Girish. *Yayati*. Sahitya Akademi, 1980.
- Padnavam, Manjula. *The Harvest*. Authorspress, 2005.
- Aurobindo, Sri. *Vasavadutta*. Sri Aurobindo Ashram Publication, 1990.
- Sircar, Badal. *Ebam Indrajit*. Seagull Books, 2000.
- Gawali, Manisha. *Indian English Drama: Unpopular Plays by Popular Indian Poets*. 2010.
- Additional critical studies:
- Kumar, Nand. *Indian English Drama: A Study in Myths*. Paperback, 2008.
- Reddy, P. Bayapa. *Studies in Indian Writing in English: With a Focus on Indian English Drama*. 1990.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	SDG Title	Nature of Contribution
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary knowledge
SDG 5	Gender Equlity	Gender discourse
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Social issues
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Cultural rights
SDG 17	Partnerships for the Goals	

Course Code: EN50033

Course Title: American Novel Course

Credit: 04

Course Objectives:

- To introduce students to pivotal American novels that have significantly impacted global readership and the history of American literature.

- To explore recurring themes like the American Dream and the experiences of African Americans, women, immigrants, and religious minorities.
- To engage students deeply with texts that challenge, define, and reimagine the American narrative, contributing to the ongoing discourse on what constitutes the Great American Novel.

Programme Outcomes:

CO1: Demonstrate knowledge of major American novelists, representative novels, and literary movements. Identify the historical, cultural, and philosophical contexts that shaped American fiction.

CO2: Interpret themes such as the American Dream, identity, race, gender, class, and morality in selected novels. Explain how American novels reflect the social, political, and cultural experiences of the United States.

CO3: Apply literary theories and critical approaches to analyze narrative techniques, characterization, symbolism, and style in American novels. Relate literary texts to historical events and contemporary social issues.

CO4: Analyze the contributions of Herman Melville, Nathaniel Hawthorne, Ernest Hemingway, and William Faulkner to the American novel tradition. Evaluate the evolution of narrative forms and thematic concerns in American fiction.

CO5: Develop research-based interpretations of American novels through academic writing and presentations. Critically assess the continuing relevance of American novels in understanding contemporary society and global literary discourse.

Course Contents:

Unit I- Herman Melville: *Moby Dick*

Unit II- Nathaniel Hawthorne: *The Scarlet Letter*

Unit III-Ernest Hemingway: *The Old Man and the Sea*

Unit IV- William Faulkner: *The Sound and the Fury*

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	2	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Malcolm Bradbury, *Modern American Fiction* (Oxford)
- Studies in American Fictions: Volume: 47 (2020,) Online ISSN: 2158- 5806,
- John Hopkins University Press Studies in American Fiction: https://muse.jhu.edu/journals/studies_in_american_fiction/
- *Studies in American Literature* by Mallikarjuna Patil, Kindle edition
- Melville, Herman. *Moby-Dick*; or, The Whale. Harper & Brothers, 1851. (Project Gutenberg)

- Hawthorne, Nathaniel. *The Scarlet Letter*. Ticknor, Reed & Fields, 1850. (Project Gutenberg)
- Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 1952.
- Faulkner, William. *The Sound and the Fury*. Jonathan Cape and Harrison Smith, 1929.
- Bloom, Harold, ed. *Modern Critical Interpretations: Moby-Dick*. Chelsea House, 2000.
- Cowley, Malcolm. *The American Novel: 1900–1950*. Viking Press, 1951.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary learning
SDG 5	Gender Equlity	Representation
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Race/class
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Social critique
SDG 17	Partnerships for the Goals	

Course Code: IE50033

Course Title: Indian English Novel

Credit: 04

Course Objectives:

- To inculcate fictional ideas of Indian novelists among the students.
- To critically examine Indian novels in the context of their historical, cultural, and political framework.
- To examine texts using critical frameworks such as post colonialism, feminism, and caste studies.
- To familiarize students with Indian ethos and values through Indian fiction.

Programme Outcomes:

CO1: Demonstrate knowledge of major Indian English novelists, representative novels, and literary movements. Identify the historical, cultural, political, and social contexts reflected in Indian fiction.

CO2: Interpret Indian English novels within their historical, cultural, and political frameworks. Explain how narrative techniques and literary styles represent Indian society and identity.

CO3: Apply critical theories such as postcolonialism, feminism, and caste studies to analyze selected novels. Relate literary texts to issues of nationalism, identity, gender, class, caste, and social transformation.

CO4: Analyze the representation of Indian ethos, cultural values, traditions, and contemporary social realities in fiction. Evaluate the contributions of Mulk Raj Anand, R. K. Narayan, Salman Rushdie, and Shashi Deshpande to Indian English literature.

CO5: Develop research-based interpretations of Indian English novels through academic writing and presentations. Critically assess the relevance of Indian English fiction in understanding contemporary Indian society and global literary discourse.

Course Contents:

Unit-I- Mulk Raj Anand: *Coolie*

Unit-II-R.K. Narayan: *The Guide*

Unit-III- Salman Rushdie-*Midnight's Children*

Unit-IV- Shashi Deshpande- *That Long Silence*

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Critical Studies on Indian Fiction in English by V.L.V.N. Narendra Kumar (Author),
- R.A. Singh (Author) "Indian English Fiction – The Fruit Inevitable: A Review Indian Fiction in English: Mapping the Contemporary Literary Landscape", New Delhi, Creative, 2014Page nos. 432, ISBN 978-81-8043-108-1., (Rupkatha Journal)
- Post liberalization Indian Novels in English: Politics of Global Reception and Awards, Ed. by Aysha Iqbal Viswa Mohan, Anthem Press, London
- Anand, Mulk Raj. *Coolie*. New Delhi: Arnold Heinemann, 1936. (Open Library)
- Narayan, R.K. *The Guide*. Penguin Books India, 1958. (Open Library)
- Rushdie, Salman. *Midnight's Children*. Jonathan Cape, 1981.
- Deshpande, Shashi. *That Long Silence*. Penguin Books India, 1988.
- Mehta, Sudhir. *Critical Perspectives on Indian English Fiction*. Atlantic Publishers, 2001.
- Mehrotra, Arvind Krishna (ed.). *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Literary learning
SDG 5	Gender Equlity	Feminism

SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Social justice
SDG 11	Sustainable Cities and Communities	
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Rights
SDG 17	Partnerships for the Goals	

Course Code: TL50051

Course Title: Theme-based Movies and Tribal Museum Visit

Credit: 04

Course Objectives:

- To create a new paradigm in education which will focus on creating connection across time, place & culture and understand & connect to the fast-changing tribal world.
- To critically examine the role of language in tribal life, culture & their development.
- To connect with the current events: A short documentary can expose students to any number of global issues, reduce isolation, and allow students to connect to innovations and inspiration from sources beyond their immediate environment.
- To examine and analyse the massive body of rituals and oral traditions, dance, music and performance through documented movies.
- To incorporate reflective writing assignments: A visit (or) a short documentary story can increase students' literacy with connections to a source, to self, and to the world. Here students use the film/visit as a source to justify their reasoning.

Course Outcomes:

- **CO1:** Develop social and emotional awareness by engaging with films, documentaries, and museum exhibits.
- **CO2:** Understand and connect with diverse tribal cultures, histories, and contemporary issues across time and space.
- **CO3:** Connect cinematic and museum experiences with current global and local events.
- **CO4:** Examine and interpret tribal rituals, oral traditions, music, dance, and performance through visual documentation.
- **CO5:** Enhance observational and analytical skills by engaging with visual and experiential learning resources and practice reflective writing, connecting experiences from films or museum visits to self, society, and broader cultural contexts.

Course contents:

Unit I-Basic Understanding of Tribes (Theory classes)

- Tribes of India: A Profile
- PVTGs: India & Odisha
- Concept of Tribal Language in India.
- Tangible and Intangible Tribal Culture of Odisha
-

Unit- II- Tribes of India & PVTGs Documentary Movies

- Tribes of Odisha: Hill Kharia tribe - YouTube
- Tribes of Odisha | Bonda Tribes - YouTube
- Apatani Tribes of Arunachal Pradesh - YouTube
- Munda Tribe | Tribes of India - YouTube
- Oraon Tribe| Tribes of India - YouTube
- Kisan Tribe| Tribes of India - YouTube
- Sounti Tribe - Tribes of India - YouTube
- Gadaba Tribe | Tribes of India - YouTube
- Gurjar Tribe | Tribes of India - YouTube
- North Sentinel Island : YouTube
- Tribes of Andamans: Great Andamanese - YouTube
- Tribes of Nicobar Islands: The Nicobarese - YouTube

Unit- III- Concept of Tribal Language/ Oral / Performance traditions in India.

- भाषाओंकोसंजीवनी | CIIL- The Custodian of Indian Languages - YouTube
- Why do languages die? - YouTube
- Gravitas Plus: International Mother Language Day 2021 - YouTube
- An Inspiration - a documentary on Pt. Raghunath Murmu - YouTube
- The Curious Case of India's Dying Languages - YouTube
- Indian Languages in Danger!!! UNESCO Report - YouTube
- Revival of Rythm - a documentary film on tribal musical instruments Banam & Tuila - YouTube
- Revival of Rhythm ...a documentary film on tribal musical instruments - YouTube
- The Warli's - A Documentary on Artistic Tribes Of India - YouTube

Unit- IV- Tangible and Intangible Tribal Culture of Odisha

- Special Report on different Museums of India.
    - Special Report - Tribal Museum, Ranchi - e
    - Odisha Tribal Museum: Odisha State Tribal Museum - YouTube
    - Odisha State Museum: State Museum in Bhubaneswar - YouTube
    - Kala Bhoomi: KALA BHOOMI ODISHA CRAFTS MUSEUM || YouTube

- Museum visit gallery wise
    - Textile & Jewellery
    - Agricultural equipment
    - Hunting equipment
    - Art & Craft

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2	3	2	1	1	1	2	2	3	2	2	2	1
CO2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO3	2	3	3	2	2	3	2	2	2	2	2	2	3	3	3	2	2
CO4	2	3	3	3	2	3	3	2	2	3	2	3	3	3	3	3	2
CO5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Recommended Learning Resources

- Behera, D.K and Georg Pfeffer. *Contemporary Society Tribal Studies, Volume I to VII.* New Delhi: Concept Publishing Company
- Furer-Haimendorf, C. von 1982. *Tribes of India: The Struggle for Survival.* Delhi: Oxford University Press.
- Ghurye, G. S. *The aborigines -"so-called" - and their future*
- Hardiman, David 1987. *The Coming of the Devi: Adivasi Assertion in Western India.* Delhi: Oxford University Press.
- Joshi, P C, and A K Kalla, ed. 2004. *Tribal Health and Medicines*. New Delhi: Concept Publishing.
- Mahapatra, L.K., 1994. *Tribal Development in India: Myth and Reality*. Delhi: S.Chand & Company L
- Singh, K.S. *The Scheduled Tribes of India*. Oxford University Press, 1994 – Comprehensive profile of tribes across India, including PVTGs.
- Pati, Biswamoy & Mishra, P.K. *Tribes of Odisha: Society, Culture, and Development*.

Routledge India, 2015 – Focused on Odisha tribal communities.

- CIIL (Central Institute of Indian Languages)**.** *The Custodian of Indian Languages* – Online resources and documentaries on endangered tribal languages.
- UNESCO Reports on Indian Languages in Danger **–** Documents linguistic diversity and language endangerment in India.
- Basu, Pradip Kumar**.** *Oral and Performance Traditions of Indian Tribes*. Indian Council of Historical Research, 2010 – Focus on oral literature, music, and dance.
- Odisha State Tribal Museum & Kala Bhoomi – Virtual tours and documentary resources providing tangible and intangible cultural insights.

SDG Mapping for this Course

(Map as per requirement)

SDG No.	**SDG Title**	**Nature of Contribution**
SDG 1	No Poverty	
SDG 2	Zero Hunger	
SDG 3	Good Health & Well -Being	
SDG 4	Quality Education	Experiential learning
SDG 5	Gender Equlity	
SDG 6	Clean Water and Sanitation	
SDG 7	Affordable and Clean Energy	
SDG 8	Decent Work and Economic Growth	
SDG 9	Industry Innovation and Infrastructure	
SDG 10	Reduced Inequalities	Tribal inclusion
SDG 11	Sustainable Cities and Communities	Cultural preservation
SDG 12	Responsible Consumption and Production	
SDG 13	Climate Action	Ecology
SDG 14	Life Below Water	
SDG 15	Life on Land	
SDG 16	Peace, Justice and Strong Institutions	Cultural rights

SDG 17	Partnerships for the Goals	

Course Title: Computer Application and Data Analysis

Level: 500

Code	Course Title	Credit	L-T-P
CA50005(For Other Discipline)	Computer Application and Data Analysis	4	3-0-1

Course Objectives:

- Increase knowledge and requisite skills of participants on the use of SPSS

- enable the students make the most of this powerful software package while allowing them to work independently with SPSS on their own data
- Provide a solid foundation for advanced data analysis work.
- Increase proficiency of scholars on the use of Basic computer Applications and SPSS.

Course Learning Outcomes:

Cos	**Course outcomes**	**Mapping COs with POs (High-3, Medium-2, Low-1)**
CO1	Have idea about basic computer hardware and software.	PO1 (3)
CO2	Command on MS-office package for organized compiling and presentation and Learn using different analytical and research related software packages.	PO2(3)
CO3	Learn how to formulate and test different hypotheses.	PO3(3)
CO5	Conversance with the use of SPSS for data analysis and decision making.	PO3 (3), PO5(2)

Course Duration: 60 hours Course

Syllabus

Unit – I:

Computer Basic and Computer Fundamental: Hardware and Software. Functional units of computer. Operating Systems: Windows, Linux. Data communication and network topology, IP address, Internet, E-mail, and Web pages.

Unit-II:

Microsoft word: Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge. Working with charts and diagrams

Unit-III:

Microsoft Excel: Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables.

Unit-IV

Microsoft PowerPoint: Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, enhancing charts, inserting illustration, objects and media clips.

Unit–V:

SPSS, Descriptive Analysis: Mean, Median, Mode, Standard Deviation and Correlation. Regression Analysis, t-test, chi-square test, R- Square test, ANOVA using SPSS

List of Experiments:

1. Create and format a **table** in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a **Mail Merge**: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a **student mark sheet** with fields (Name, Roll, Subject Marks). Apply formulas for **Total, Average, Percentage, and Grade**.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply **conditional formatting** (highlight marks <40 in red).
5. Create different **charts** (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate **formulas and functions**:

   SUM, AVERAGE, MAX, MIN, COUNT, IF

7. Create a **PowerPoint presentation** (minimum 8 slides) on "Emerging Technologies in Computing." Include title slide, content slides, conclusion, and references.
8. Create a **PowerPoint presentation** (minimum 10 slides) on "Emerging Trends in Computer Science." Include:

   1. Slide designs, transitions, and animations
   2. *Insert images, charts, and SmartArt*
   3. Add **audio or video clips**

9. Input a dataset of student scores into SPSS. Perform **Descriptive Statistics**: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
10. Using SPSS, perform **Hypothesis Testing**:

- **t-test** for comparing two groups
- **Chi-square test** for categorical data
- **ANOVA** for comparing more than two groups
- Report **R-square** and regression results with interpretations

Suggested Readings

5. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
6. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
7. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Course Structure (Semester-wise)

Semester IV

Course Code: FD50082
Course Title: Fieldwork and Dissertation
Credit: 20

Course Objectives:

- To provide a wide-ranging understanding of the Literary and Language Related Research Work and make students acquainted with various types of data collection.
- To introduce the learner to the principles, techniques and tools of academic and research report writing.
- To learn and apply principles and techniques of report writing for effective dissemination of the academic and research findings.

Course Outcomes:

CO1: Demonstrate knowledge of research methodologies, fieldwork techniques, and data collection methods in literary and language studies. Identify appropriate research tools and ethical practices for conducting scholarly research.

CO2: Interpret literary, linguistic, and field-based data using suitable qualitative and interdisciplinary research approaches. Explain the relationship between research design, data interpretation, and academic inquiry.

CO3: Conduct independent fieldwork by applying appropriate research methods, documentation techniques, and analytical tools. Prepare a well-structured dissertation following accepted academic writing and citation conventions.

CO4: Analyze field-based findings through critical interpretation and evidence-based discussion. Evaluate primary and secondary sources to produce coherent and methodologically rigorous research outcomes.

CO5: Present and defend research findings effectively through seminars, dissertation writing, and viva voce examinations. Critically evaluate research contributions while demonstrating academic integrity, originality, and professional ethics.

Course Contents:

Field Work and Report Writing: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 days of fieldwork under the supervision of a teacher, as nominated by the Head of the Department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work in next year.

Dissertation: Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Viva-voce on Field works and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork	50 Marks
Seminar Presentation and Field Dairy	30 Marks
Viva voce test on dissertation	20 Marks

The Dissertation has to be submitted by the student positively before the end semester Examinations.

CO-PO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	2	2	1	2	2	2	3	2	3	2	2
CO2	2	3	3	2	2	2	2	2	2	3	2	2	3	3	3	2	2
CO3	2	3	3	3	2	2	2	3	2	3	2	2	3	3	3	3	3
CO4	2	3	3	3	3	3	2	2	2	3	3	2	3	3	3	3	3
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3

Recommended Readings:

- Ackoff, R. L. (1961). *The Design of Social Research*, Chicago University Press; Chicago.
- Ali. B. Sheik, (1981). *History Its Theory & Methods,* 2nd Edition, Macmillan India Ltd, Delhi.
- Allen, T.H., (1978.). *New Methods in Social Science Research*, Praeger Publishers.
- Bailley, K. D., (1978). *Methods of Social Research*, New York.
- Bhattcharya, Bikash, (2017). *Historical Theories and Methods*, Wisdom Press, New Delhi.
- Bloch, Marc, The *Historians Craft*, Vintage Book, New York.
- Ghosh, B. N., (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
- Gopal, M.H., (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
- Johnson, E., (1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
- Kothari, C.R., (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.

- Leonard, S. and Anselm, L.S., (1973). *Field Research*, Prentice Hall Inc. New Jersey.
- Manik Chand, S., THEORY *OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher; Madurai,
- Maxwell, A. E., (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
- Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
- Raj, Hans, (2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
- Sharma, B.A. V., *et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
- Sreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
- Tondon, B.C., (1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
- Young, P.V., (3rd Edition-1960). *Scientific Social Surveys and Social Research*, Prentice Hall; New York.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2018 – Comprehensive guide to research design and methodology.
- Leedy, Paul D., and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*. Pearson, 2019 – Focused on research planning, data collection, and report writing.
- Wallace, Michael, and Alison Wray. *Critical Reading and Writing for Postgraduates*. Sage Publications, 2016 – Supports academic writing and critical analysis skills.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago Press, 2016 – Essential for structuring and presenting research.
- Bell, J. *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*. Open University Press, 2019 – Provides practical guidance on fieldwork, analysis, and dissertation writing.
- Hart, Chris. *Doing a Literature Review: Releasing the Research Imagination*. Sage Publications, 2018 – Focused on reviewing literature and integrating sources into dissertations.

- Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
- Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2018 – Comprehensive guide to research design and methodology.

SDG Mapping for this Course

(Map as per requirement)

SDG	Relevance to the Course
SDG 4 – Quality Education	Develops research competencies, critical thinking, fieldwork skills, academic writing, and lifelong learning through independent dissertation work.
SDG 9 – Industry, Innovation and Infrastructure	Promotes innovation in research methodologies, evidence-based inquiry, data analysis, documentation, and knowledge generation.
SDG 10 – Reduced Inequalities	Encourages inclusive field-based research by studying marginalized, tribal, and rural communities and addressing issues of equity and representation.
SDG 11 – Sustainable Cities and Communities	Supports documentation, preservation, and analysis of local cultures, languages, heritage, and community knowledge through field research.
SDG 16 – Peace, Justice and Strong Institutions	Emphasizes research ethics, academic integrity, transparency, responsible scholarship, and evidence-based decision-making.
SDG 17 – Partnerships for the Goals	Encourages collaboration among students, supervisors, local communities, institutions, and external experts during fieldwork and dissertation research.

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