

COURSE STRUCTURE

BACHELOR OF ARTS

GANDHINAGAR INSTITUTE OF

LIBERAL STUDIES

GANDHINAGAR UNIVERSITY

Preamble

Gandhinagar Institute of Liberal Studies (GILS), Gandhinagar University, is dedicated to nurturing critical thinking, creativity, effective communication, and intellectual inquiry through the study of language, literature, humanities, and culture. The institute seeks to cultivate an inclusive and intellectually vibrant academic environment where students are encouraged to engage with diverse disciplines, develop analytical and interpretative skills, and explore contemporary social, cultural, and global issues through interdisciplinary perspectives.

The academic programmes offered by the institute have been designed in accordance with the guidelines of the University Grants Commission (UGC), National Credit Framework (NCrF), and the National Education Policy (NEP) 2020 under the Academic Regulations 2022, effective from the academic session 2026–2027. The programmes follow an Outcome-Based Education (OBE) approach integrated with the Choice-Based Credit System (CBCS), enabling students to build strong academic foundations while acquiring professional, linguistic, and transferable skills relevant to the evolving global landscape.

The curriculum offers a comprehensive blend of traditional and contemporary disciplines within the liberal arts and humanities, encompassing language studies, literature, cultural studies, social sciences, philosophy, history, psychology, media studies, and interdisciplinary areas of knowledge. To address emerging academic and industry requirements, the programmes also incorporate innovative courses such as Digital Humanities, Media and Communication Studies, Creative Writing, Translation Studies, Academic Writing, Critical Thinking, Research Methodology, Language and Technology, and Professional Communication.

Emphasis is placed on research aptitude, critical inquiry, creative expression, and experiential learning through projects, presentations, internships, seminars, workshops, community engagement, and field-based activities. The programmes aim to equip students with the competencies required for careers in academia, research, publishing, journalism, content development, media and communication, public administration, civil services, corporate sectors, social development organizations, and other allied professions.

Students are encouraged to undertake interdisciplinary electives, value-added courses, skill enhancement programmes, and MOOCs offered through national and international platforms to broaden their academic horizons and enhance employability.

The course coding structure has been revised as per the recommendations of the Office of the Controller of Examinations to ensure clarity, uniformity, and effective differentiation of the revised curriculum from previous academic frameworks.

The curriculum and syllabi are regularly reviewed and updated through a structured feedback mechanism involving faculty members, academic experts, industry professionals, alumni, students, parents, and other stakeholders. This continuous process ensures that the programmes



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remain dynamic, learner-centric, academically rigorous, and aligned with contemporary educational and professional requirements.

With a strong commitment to academic excellence, innovation, ethical values, social responsibility, and lifelong learning, Gandhinagar Institute of Liberal Studies aims to develop competent scholars, educators, researchers, writers, communicators, and responsible global citizens capable of making meaningful contributions to society and the global knowledge ecosystem.

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Institutional Vision & Mission

VISION:

“To cultivate intellectually curious, ethical, and socially responsible individuals who think critically, act empathetically, understand economic and human systems, and contribute meaningfully with global awareness and informed leadership.”

1. To nurture intellectually curious, ethically grounded, and socially responsible individuals with a strong understanding of human values, economic systems, and human behaviour.
2. To develop critical thinkers and creative innovators who demonstrate global awareness, cultural sensitivity, and analytical competence in an interconnected world.
3. To empower learners to contribute meaningfully to society through knowledge, empathy, leadership, and informed decision-making.

MISSION:

1. To offer a broad, interdisciplinary curriculum integrating arts, humanities, social sciences, and emerging fields.
2. To cultivate essential skills such as critical thinking, effective communication, creativity, and problem-solving.
3. To integrate experiential learning through internships, community engagement, and real-world applications.
4. To prepare adaptable, skilled graduates for diverse careers, higher education, and responsible global citizenship.

Departmental Vision & Mission

VISION

To provide a dynamic academic platform for the students of the English Department where they can develop communication skills, critical thinking, creativity, and intellectual abilities required to achieve their academic, professional, and personal aspirations in life.

MISSION

To develop future scholars, educators, writers, and professionals with a strong foundation in English language, literature, and allied disciplines. The department aspires to make students academically competent, socially aware, and adaptable to the evolving cultural, professional, and global environment of the future.

1. Details of Programmes Outcomes (PO), Programmes Specific Outcomes (PSO) & Course Outcomes (CO)

Programme Outcomes (POs).

PO1: Critical Thinking and Analytical Reasoning	Graduates will be able to critically analyse complex issues, evaluate evidence, and develop reasoned arguments from multiple perspectives.
PO2: Effective Communication	Graduates will demonstrate proficiency in written, oral, visual, and digital communication for academic, professional, and public engagement.
PO3: Interdisciplinary Knowledge	Graduates will integrate concepts, theories, and methodologies from humanities, social sciences, arts, and other disciplines to address contemporary challenges.
PO4: Research and Inquiry Skills	Graduates will conduct independent and collaborative research, gather and interpret information, and present evidence-based conclusions.
PO5: Ethical and Social Responsibility	Graduates will demonstrate ethical reasoning, civic responsibility, and commitment to social justice, sustainability, and community engagement.
PO6: Cultural Competence and Inclusivity	Graduates will appreciate cultural diversity, respect different perspectives, and engage effectively in multicultural environments.
PO7: Creativity and Innovation	Graduates will apply creative and innovative approaches to problem-solving, decision-making, and knowledge creation.
PO8: Leadership and Collaboration	Graduates will work effectively in teams, exhibit leadership qualities, and contribute positively to organizational and societal goals.
PO9: Global Awareness	Graduates will understand global issues, international developments, and the interconnectedness of societies, economies, and cultures.
PO10: Lifelong Learning and Adaptability	Graduates will possess the ability to continuously learn, adapt to changing environments, and pursue personal and Professional growth.

2. Programme Specific Outcomes (PSO)

PSO1: Broad-Based Liberal Education	Demonstrate a comprehensive understanding of key concepts, theories, and perspectives across humanities, social sciences, arts, and interdisciplinary studies.
PSO2: Integrated and Holistic Thinking	Apply interdisciplinary approaches to analyse complex social, cultural, economic, political, and environmental issues.
PSO3: Research and Knowledge Creation	Design and undertake research projects using qualitative and quantitative methods to generate meaningful insights and solutions.
PSO4: Communication and Public Engagement	Communicate ideas effectively to diverse audiences through academic writing, presentations, debates, media, and community interactions.
PSO5: Civic, Ethical, and Global Citizenship	Demonstrate ethical awareness, social responsibility, democratic values, and global citizenship while addressing contemporary challenges.
PSO6: Professional Readiness and Leadership	Develop leadership, problem-solving, entrepreneurial, and decision-making skills required for careers in education, public policy, media, research, civil services, social development, and related fields.

Department Credibility

Gandhinagar Institute of Liberal Studies (GILS) is committed to developing academically competent, socially responsible, creative, and professionally skilled graduates through a multidisciplinary liberal arts education framework. The Institute offers diverse academic disciplines including English, Sociology, Psychology, Economics, Journalism and Mass Communication, Political Science, Geography, History, Performing Arts, Gujarati, Hindi, Public Administration, and Indian Knowledge Systems (IKS), enabling students to acquire broad-based knowledge along with specialized expertise in their chosen areas of study.

The academic programs are designed in accordance with the principles of the National Education Policy (NEP) 2020, National Credit Framework (NCrF), Outcome-Based Education (OBE), and multidisciplinary learning approaches that emphasize critical thinking, communication, creativity, research aptitude, problem-solving, ethical values, and lifelong learning. The curriculum integrates theoretical knowledge with experiential learning, fieldwork, internships, community engagement, project-based learning, and interdisciplinary exploration to prepare students for the evolving demands of society and the global workforce.

Faculty members associated with the Institute possess strong academic credentials, research experience, and domain expertise, ensuring that students receive quality education enriched with contemporary perspectives and practical insights. Through seminars, workshops, guest lectures, conferences, literary activities, media engagements, field studies, and collaborative projects, students gain exposure to real-world challenges and emerging developments in the humanities, social sciences, languages, media studies, governance, public policy, and cultural studies.

The Institute actively promotes research, innovation, academic inquiry, and intellectual engagement by encouraging students to participate in research projects, presentations, publications, academic competitions, and interdisciplinary initiatives. Specialized training in communication skills, digital literacy, media literacy, academic writing, leadership, public speaking, creative expression, and analytical reasoning further enhances the employability and professional preparedness of graduates.

The inclusion of Indian Knowledge Systems (IKS), cultural studies, performing arts, and regional language studies provides students with a deeper understanding of India's intellectual traditions, cultural heritage, linguistic diversity, and contemporary societal issues. Simultaneously, the integration of modern disciplines such as Journalism and Mass Communication, Public Administration, Psychology, and Economics equips students with the knowledge and competencies required to navigate dynamic professional environments.

Upon completion of the program, graduates are equipped with the intellectual capabilities, communication proficiency, research skills, cultural awareness, and professional competencies required to pursue successful careers in education, media and journalism, public



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administration, research organizations, civil services, social development sectors, public policy institutions, publishing, content development, cultural organizations, corporate communication, creative industries, and various interdisciplinary professions. The strong academic foundation provided by GILS also prepares students for higher education, competitive examinations, research careers, and professional certifications at national and international levels.

Through its commitment to academic excellence, multidisciplinary education, innovation, experiential learning, and holistic student development, Gandhinagar Institute of Liberal Studies continues to nurture responsible global citizens, future leaders, researchers, educators, communicators, artists, policymakers, and professionals capable of making meaningful contributions to society and the knowledge economy.

Program Details

Program Structure and Duration

- Duration & Intake: 4 Years & 60 Seats
- Semesters: 8
- Mode: Full Time
- Credit Structure: As per NEP/University norms
- Medium of Instruction: English, Gujarati & Hindi

Eligibility Criteria for Admission

Candidates who have successfully completed the Higher Secondary Examination (10+2) or its equivalent from a recognized Board approved by the Government of India shall be eligible for admission to the Bachelor of Arts (B.A.) Programme offered by Gandhinagar Institute of Liberal Studies (GILS), Gandhinagar University.

Admission shall be open to students from all streams, including Arts, Commerce, Science, Vocational, and equivalent disciplines. The candidate must have fulfilled the eligibility requirements prescribed by Gandhinagar University and relevant statutory authorities from time to time.

Reservations and relaxation in eligibility criteria, wherever applicable, shall be governed by the norms and regulations of the Government of Gujarat, UGC, and Gandhinagar University.

Admission Procedure

Admission to the Bachelor of Arts (B.A.) Programme shall be granted on the basis of merit obtained in the qualifying examination (10+2 or equivalent) and in accordance with the admission policies, regulations, and guidelines prescribed by Gandhinagar University from time to time.

The admission process may include:

- Evaluation of academic performance in the qualifying examination.
- Verification of academic credentials and supporting documents.
- Personal Interaction/Counselling, wherever deemed necessary by the University.
- Assessment of co-curricular achievements, extracurricular activities, and other accomplishments, if applicable.
- Compliance with University admission norms, seat availability, and reservation policies.

The final selection of candidates shall be subject to fulfilment of eligibility criteria, successful document verification, payment of prescribed fees, and approval by the competent authority of Gandhinagar University.

Credit Summary for B.A Course with effect from 2026-2027:

Sl. No.	Course Type	Credit
1	Major Core Courses	88
2	Minor Courses / Interdisciplinary Courses	32
3	Ability Enhancement Courses (AEC)	10
4	Skill Enhancement Courses (SEC)	10
5	Value Added Courses (VAC)	4
6	Indian Knowledge System (IKS) Courses	8
7	Vocational / Employability / Media & Content Writing Courses	8
8	Internship / OJT / Research Project / Dissertation	20
	Total Credits	180

Multi Exit Certification Structure as per NEP 2020

Exit Level	Qualification Awarded	Minimum Credits Required
After 1st Year	UG Certificate	40 Credits
After 2nd Year	UG Diploma	80 Credits
After 3rd Year	B.A. Degree in English	120 Credits
After 4th Year	B.A. (Hons.) English / B.A. (Hons. with Research)	180 Credits

Definition of Credit (as per UGC):

- 1 Hour Lecture (L) per Week = 1 Credit



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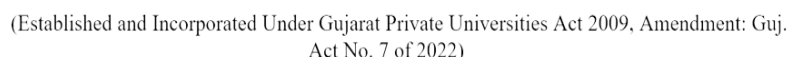
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- 1 Hour Tutorial (T) per Week = 1 Credit
- 2 Hours Practical / Lab / Fieldwork per Week = 1 Credit
- 1 Credit = 15 contact hours of theory / 30 hours of practical over one semester

Program Name: Bachelor of Arts (Hons.)	Program Code: 49
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Semester/ Year: First Year Bachelor of Arts (Hons.)- Semester I							Effective From Academic Year: 2024-25 (As per NEP 2020)					
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490101	Major 1	Introduction to English Literature (IEL)	4	4	-	-	4	50	50	-	-	100
10490102	Major 2	English Drama (ED)	4	4	-	-	4	50	50	-	-	100
10510110/ 10520110/ 101360110	Minor 1	(Choose any one Minor subject other than Major) (a) Introduction to Political Science (IPS) (b) Basic Psychological Processes (BPP) (c) Introduction to Sociology (IS)	4	4	-	-	4	50	50	-	-	100
10490103	Multi / Interdisciplinary	Creative Writing and Literature (CWL)	4	4	-	-	4	50	50	-	-	100
AEC016	Ability Enhancement Course	Practical English (PE)	2	2	-	-	2	25	25	-	-	50
SEC001	Skill Enhancement Course	Animation and Graphics Design (AGD)	2	2	-	-	2	25	25	-	-	50
VAC004	Value Added Course	Basic Life Support (BLS)	2	2	-	-	2	25	25	-	-	50
			22	22	-	-	22	-	-	-	-	550

Program Name: Bachelor of Arts (Hons.)	Program Code: 49
Semester/ Year: First Year Bachelor of Arts (Hons.)- Semester II	Effective From Academic Year: 2024-25 (As per NEP 2020)



Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline / Subject provided they secure 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

Program Name: Bachelor of Arts (Hons.)								Program Code: 49				
Semester/ Year: Second Year Bachelor of Arts (Hons.)- Semester III								Effective From Academic Year: 2024-25 (As per NEP 2020)				
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490301	Major 5	English Poetry (EPO)	4	4	-	-	4	50	50	-	-	100
10490302	Major 6	English Prose (EPR)	4	4	-	-	4	50	50	-	-	100
10490303	Major 7	Introduction to Literary Criticism (ILC)	4	4	-	-	4	50	50	-	-	100
101360304	Multi / Interdisciplinary	Social Responsibility and Community Development (SRCD)	4	4	-	-	4	50	50	-	-	100
AEC010	Ability Enhancement Course	Functional Grammar and Composition (FGC)	2	2	-	-	2	25	25	-	-	50
SEC021	Skill Enhancement Course	Visual Arts (VA)	2	2	-	-	2	-	-	25	25	50
VAC024	Value Added Course	Yoga and Meditation for Wellness	2	2	-	-	2	25	25	-	-	50
			22	22	-	-	22	-	-	-	-	550

Program Name: Bachelor of Arts (Hons.)	Program Code: 49
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Program Name: Bachelor of Arts (Hons.)							Program Code: 49					
Semester/ Year: Third Year Bachelor of Arts (Hons.)- Semester V							Effective From Academic Year: 2024-25 (As per NEP 2020)					
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490501	Major 11	English Fiction (EF)	4	4	-	-	4	50	50	-	-	100
10490502	Major12	History of English Literature-I (HEL I)	4	4	-	-	4	50	50			100
10490503	Major 13	Classical Literature (CL)	4	4	-	-	4	50	50	-	-	100
10510510/ 10520510/101360510	Minor 4	(choose any one Minor subject same as semester 1) (a) Political Science - Democratic Awareness with Legal Literacy (b) Psychology- Forensic Psychology (C) Sociology- Dynamics of Indian Society	4	4	-	-	4	50	50	-	-	100
10490504	Minor 5-IKS	IKS in English Literature	4	4	-	-	4	50	50			100
SEC022	Skill Enhancement Course 5	Public Speaking	2	2	-	-	2	25	25	-	-	50
			22				22					550

Program Name: Bachelor of Arts (Hons.)							Program Code: 49					
Semester/ Year: Third Year Bachelor of Arts (Hons.)- Semester VI							Effective From Academic Year: 2024-25 (As per NEP 2020)					
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490601	Major 14	History of English Literature-II (HEL II)	4	4	-	-	4	50	50	-	-	100
10490602	Major 15	Introduction to Translation Studies	4	4	-	-	4	50	50			100
10490603	Major 16	Literary Theory and Criticism	4	4	-	-	4	50	50	-	-	100
10490604	Minor 6 (Vocational)	Literature and Cinema (Vocational) (Minor)	4	4	-		4	50	50	-	-	100
10490605	Internship	Internship in English	4	-	-	-	-	-	-	50	50	100
AEC004	Ability Enhancement Course 5	Corporate Grooming and Business Etiquettes	2	2	-		2	25	25	-	-	50
			22	18	-	-	18	-	-	-	-	550
Note (If any):	Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits											

Program Name: Bachelor of Arts (Hons.)							Program Code: 49					
Semester/ Year: Fourth Year Bachelor of Arts (Hons.)- Semester VII							Effective From Academic Year: 2024-25 (As per NEP 2020)					
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490701	Major 17	History of English Language (HEL)	4	4	-	-	4	50	50	-	-	100
10490702	Major 18	Women's Writing in English (WWE)	4	4	-	-	4	50	50			100
10490703	Major 19	Literary 'isms and movements (LM)	4	4	-	-	4	50	50	-	-	100
10490704	Minor 7	Application of English in Media (Vocational) (Minor)	4	4	-	-	4	50	50			100
	OJT in Major Specific Course/ Research Project in Major Specific Course	On the Job Training (OJT) (For UG Honors Degree) / Research Project (For UG Honors with Research Degree)	6	6	-	-	6					150
			22				22					550

Program Name: Bachelor of Arts (Hons.)							Program Code: 49					
Semester/ Year: Fourth Year Bachelor of Arts (Hons.)- Semester VIII							Effective From Academic Year: 2024-25 (As per NEP 2020)					
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
10490801	Major 20	Indian Poetics. (IP)	4	4	-	-	4	50	50	-	-	100
10490802	Major 21	English Language Teaching. (ELT)	4	4	-	-	4	50	50			100
10490803	Major 22	Research Methodology + Dissertation	4	4	-	-	4	50	50	-	-	100
10490804	Minor 8	Content Writing (Vocational) (Minor)	4	4	-	-	4	50	50			100
	OJT in Major Specific Course/ Research Project in Major Specific Course	On the Job Training (OJT) (For UG Honors Degree) / Research Project (For UG Honors with Research Degree)	6	6	-	-	6					150
			22				22					550

A. Ability Enhancement Courses (AEC)

Sl. No	Course Name	Tick (Any 05)
1	Business Communication – Blended with ICSI	AEC001
2	Communication and Presentation for Technical Professionals (IEEE)	AEC002
3	Conversational Hindi (Modern Indian Language)	AEC003
4	Corporate Grooming and Business Etiquettes	AEC004
5	Digital Privacy: Understanding and Operational Framework (IEEE)	AEC005
6	Digital Transformation: Game Changing Opportunities (IEEE)	AEC006
7	Economics & Business Environment Blended with ICSI	AEC007
8	Freelancing and Content Writing	AEC008
9	French	AEC009
10	Functional Grammar and Composition	AEC010
11	German	AEC011
12	Gujarati	AEC012
13	Marathi	AEC013
14	Mass Communication and Journalistic Writing	AEC014
15	Introduction to Translation	AEC015
16	Practical English	AEC016
17	Punjabi	AEC017
18	Spanish	AEC018
19	Radio Jocky	AEC019

B. Skill Enhancement Courses

Sl. No	Course Name	Tick (Any 05)
1	Animation & Graphics Design	SEC001
2	Aptitude and Logical Reasoning Blended with ICSI	SEC002
3	AutoCAD and Basic Drafting	SEC003
4	Business Administration	SEC004
5	Current Affairs and Quantitative Aptitude Blended with ICSI	SEC005
6	Data Analysis using Spreadsheet	SEC006
7	Digital Marketing	SEC007
8	Eco-Engineering: Designing for the Future	SEC008
9	Engineering Mastery: Tools and Techniques	SEC009
10	Event Management	SEC010
11	ICT Skills for Leadership	SEC011
12	Innovation & Entrepreneurship	SEC012
13	Interpersonal Skills – Blended with ICSI	SEC013
14	Introduction of Cyber Security (IEEE)	SEC014
15	Office Automation Tools	SEC015
16	Performing Arts (Dance, Music, Drama)	SEC016
17	Personal Financial Planning	SEC017
18	Practical Workshop Training	SEC018
19	Social Media Management	SEC019
20	Tally Accounting	SEC020
21	Visual Arts	SEC021
22	Public Speaking	SEC022
23	Organic Farming	SEC023

C. Value Addition Courses (VAC)

Sl. No.	Course Name	Tick (Any 05)
1	Anti-ragging – Blended with IEEE	VAC001
2	Art of Living for Wellness	VAC002
3	Awareness of Cyber Crime and Ethical Hacking	VAC003
4	Basic Life Support (BLS)	VAC004
5	Community Development	VAC005
6	Economics & Social Development	VAC006
7	Emotional Intelligence	VAC007
8	Environmental Studies	VAC008
9	Ethics and Values in Ancient Indian Tradition	VAC009
10	Gandhian Studies	VAC010
11	Indian Economy and Planning	VAC011
12	Indian Geography and Environmental Ecology	VAC012
13	Indian History and Cultural Heritage	VAC013
14	Integrated Personality Development Course	VAC014
15	Life Lessons from Bhagvad Gita	VAC015
16	Life Skills	VAC016
17	National Cadet Corps (NCC)	VAC017
18	National Service Scheme (NSS)	VAC018
19	Prevention of Sexual Harassment	VAC019
20	Psychology	VAC020
21	Stress and Time Management	VAC021
22	Sustainable Development and Environmental Studies	VAC022
23	Universal Human Values	VAC023
24	Yoga and Meditation for Wellness	VAC024

8. Teaching Learning and Evaluation

The program shall adopt:

- Classroom Teaching
- Case Studies
- Workshops
- Field Surveys
- Research Projects
- Internships
- AI-based Learning Tools
- Blended and Digital Learning

8.1 Attendance Rules

- Minimum 75% attendance shall be mandatory in each course.
- Students below prescribed attendance may not be permitted to appear in examination.
- Additional attendance requirements may apply for practical's, internships, and field work.

8.3 Examination and Evaluation System

8.3.1 Evaluation Components

- The evaluation may consist of Continuous Internal Evaluation (CIE) and End Semester Examination (ESE)
- Continuous Internal Evaluation (CIE) may include:
 - Mid-Semester Examination
 - Assignments
 - Presentations
 - Field Work (Sociology, Psychology, Economics, Journalism and Mass Communication)
 - Class Test
 - AI Quiz & Viva Voce

8.4 Suggested Weightage

- Continuous Internal Evaluation: 50%
- End Semester Examination: 50%

8.5 Grading System

The program shall follow Gandhinagar University grading norms.

8.5.1 Grade Table

Grade	Grade Points	From Marks	To Marks
AA	10	80	100
AB	9	75	79
BB	8	70	76
BC	7	65	69
CC	6	60	64
CD	5	55	59
DD	4	50	54
DF	0	0	49

9. Rules and Regulations

9.1 Rules for Promotion

A student shall be promoted to the next semester as per Gandhinagar University rules subject to fulfilment of academic requirements, minimum attendance and Completion of required credits.

9.2 Maximum Duration for Completion

The maximum duration for completing the program shall be 4 years from the date of admission (or as prescribed by the University.)

9.3 Internship Guidelines

9.3.1. Purpose of Internship

The internship programme is designed to provide students with experiential learning opportunities that complement their academic studies. It aims to enhance professional competencies, critical thinking, communication skills, ethical awareness, research aptitude, and employability through exposure to real-world work environments.

9.3.2 Objectives

The internship shall enable students to:

- Apply theoretical knowledge in practical settings.
- Develop professional and interpersonal skills.
- Gain exposure to workplace culture and organizational functioning.
- Enhance problem-solving, analytical, and communication abilities.
- Explore career opportunities related to their discipline.
- Develop social responsibility and community engagement.

9.3.3 Eligibility

- Students shall be eligible for internship as per the curriculum structure prescribed for their programme.
- Students must obtain prior approval from the Institute before commencing the internship.

9.3.4 Duration

- The internship shall be undertaken during the semester, vacation period, or as prescribed in the curriculum.
- The duration and credits shall be governed by the programme structure and academic regulations.
- Attendance and satisfactory completion of the prescribed duration are mandatory for award of credits.

9.3.5. Areas of Internship

Students may undertake internships in:

- Educational Institutions
- Publishing Houses
- Media Organizations
- Digital Content and Communication Agencies
- NGOs and Social Development Organizations
- Research Centres and Think Tanks
- Government Departments
- Libraries and Archives
- Cultural and Heritage Organizations
- Corporate Communication Departments
- Translation and Language Services
- Event Management Organizations
- Start-ups and Entrepreneurship Ventures
- Community Development Projects

9.3.6. Internship Approval Process

Students shall:

- Identify a suitable organization.
- Submit an Internship Application Form.
- Obtain approval from the Faculty Coordinator.
- Receive an Internship Approval Letter from the Institute before joining.

9.3.7. Roles and Responsibilities of Students

Students are expected to:

- Maintain professionalism, discipline, and ethical conduct.
- Follow organizational policies and confidentiality requirements.
- Complete assigned tasks responsibly.
- Maintain regular attendance.
- Submit all reports and documents within stipulated deadlines.
- Represent the Institute positively during the internship.

9.3.8. Internship Documentation

Students shall maintain:

- Daily/Weekly Work Log
- Attendance Record
- Internship Completion Certificate
- Supervisor Evaluation Form
- Internship Report
- Reflective Learning Report
- Presentation/Viva-Voce

9.3.9. Internship Report Structure

The final report should include:

1. Cover Page
2. Certificate
3. Acknowledgement
4. Organization Profile
5. Objectives of Internship
6. Work Undertaken
7. Skills Acquired
8. Challenges Faced
9. Learning Outcomes
10. Reflection and Conclusion
11. References
12. Annexures (if applicable)

9.3.10 Evaluation Criteria

The internship shall be evaluated on the basis of:

Component	Weightage
Attendance & Discipline	10%
Industry/Organization Supervisor Evaluation	20%
Internship Diary / Work Log	15%
Internship Report	25%
Presentation / Viva-Voce	20%
Professional Conduct & Learning Outcomes	10%

9.3.11. Learning Outcomes

Upon successful completion of the internship, students will be able to:

- Demonstrate workplace readiness and professional ethics.
- Apply disciplinary knowledge in real-life contexts.
- Communicate effectively in professional environments.
- Work collaboratively in diverse teams.
- Analyze and solve practical problems.
- Reflect critically on personal and professional growth.

9.3.12. General Rules

- Any misconduct during the internship may lead to cancellation of internship credits.
 - Submission of fabricated reports or certificates shall be treated as academic malpractice.
 - Students must complete all internship requirements to earn the prescribed academic credits.
 - The decision of the Institute regarding internship evaluation and credit award shall be final.
- The internship programme is an integral component of the Liberal Studies curriculum and

reflects the Institute's commitment to experiential, interdisciplinary, and outcome-based learning in accordance with the principles of NEP 2020.

9.3.13 Students must submit:

- Internship Report
- Work Diary/Logbook
- Completion Certificate
- Presentation

9.4 Discipline Rules

Students shall maintain discipline, professional ethics, and proper conduct within the institution, during field visits, internships, industry interactions, examinations, and all academic activities. Students are expected to attend classes regularly, follow institutional rules and regulations, respect faculty members, staff, fellow students, and institutional property, and maintain academic integrity in assignments, projects, and examinations. Any form of misconduct, ragging, indiscipline, use of unfair means in examinations, damage to institutional property, harassment, or behaviour affecting the academic environment shall be treated seriously and may result in disciplinary action including warning, suspension, cancellation of examination, withholding of results, or expulsion from the program as per university rules and UGC regulations. Students shall also comply with all safety, ethical, and professional standards prescribed by the institution from time to time.

9.5 Anti-Ragging Policy

The program shall strictly follow:

- UGC Anti-Ragging Regulations
- Anti-Ragging Affidavit requirements
- Institutional disciplinary procedures
- Ragging in any form is strictly prohibited.

9.6 Ethical use of Technology and AI Tools

Students are encouraged to use:

- Various Software and AI Tools
- Data Analytics Tools
- AI-based Learning Platforms
- Valuation Software
- Digital Survey Tools

Use of AI tools shall be ethical and academic integrity must be maintained.

10. Student Support

Gandhinagar Institute of Liberal Studies (GILS) is committed to fostering the academic, personal, professional, and holistic development of its students. The Institute provides a comprehensive support system that enables learners to achieve academic excellence, develop life skills, and prepare for successful careers in an ever-evolving global environment.

1. Academic Mentoring and Guidance

Gandhinagar Institute of Liberal Studies (GILS) follows a student-centric approach to education through a structured academic mentoring system. Faculty members serve as mentors and provide continuous guidance to students throughout their academic journey. Regular mentor-mentee interactions help students address academic challenges, monitor their progress, identify strengths and areas for improvement, and receive personalized support regarding course selection, academic planning, and career aspirations. Remedial sessions, tutorial classes, bridge courses, and enrichment programmes are organized to cater to diverse learning needs, ensuring that every student receives the necessary academic support to achieve success.

2. Career Development and Professional Support

The Institute places significant emphasis on preparing students for successful careers in a rapidly evolving professional landscape. Comprehensive career guidance services are offered to help students explore various career pathways, higher education opportunities, and emerging fields of employment. Workshops on resume writing, interview skills, communication, personality development, leadership, and workplace readiness are conducted regularly. Students are encouraged to participate in internships, industry interactions, field visits, and experiential learning activities that provide practical exposure and strengthen employability skills.

3. Research and Scholarly Development

To cultivate a culture of inquiry and intellectual exploration, the Institute actively promotes research-oriented learning. Faculty members mentor students in undertaking research projects, preparing academic papers, and participating in conferences, seminars, and workshops. Training programmes on research methodology, academic writing, critical analysis, citation practices, and interdisciplinary research approaches enable students to develop scholarly competencies. Students are encouraged to engage with contemporary social, cultural, literary, and global issues through research-based activities that foster analytical thinking and intellectual growth.

4. Personal Counselling and Well-being Support

Recognizing the importance of emotional and psychological well-being in academic success, the Institute provides a supportive and inclusive environment where students can seek guidance

and assistance whenever needed. Counselling services, wellness programmes, stress management workshops, and awareness sessions on mental health are organized to promote emotional resilience and overall well-being. Faculty members remain approachable and accessible, offering encouragement and support to help students navigate academic pressures and personal challenges effectively.

5. Skill Development and Capacity Building

The Institute is committed to developing the knowledge, competencies, and life skills required for success in the twenty-first century. Students are provided opportunities to participate in various skill enhancement programmes focusing on communication skills, critical thinking, creativity, digital literacy, leadership, teamwork, problem-solving, and innovation. Workshops, certification programmes, value-added courses, MOOCs, and interdisciplinary learning experiences help students broaden their perspectives and acquire practical skills relevant to academic and professional environments.

6. Co-curricular and Extracurricular Engagement

Gandhinagar Institute of Liberal Studies encourages active participation in co-curricular and extracurricular activities as an essential component of holistic education. Students are provided platforms to engage in literary events, debates, creative writing competitions, theatre activities, cultural programmes, social outreach initiatives, and student-led clubs. Such activities promote creativity, confidence, leadership, collaboration, and social awareness while providing opportunities for experiential learning beyond the classroom.

7. Library and Learning Resource Support

The Institute provides access to a well-equipped library and a wide range of learning resources that support academic excellence and independent learning. Students have access to books, journals, periodicals, digital databases, e-resources, and other scholarly materials relevant to their fields of study. Faculty members guide students in utilizing these resources effectively for coursework, research projects, presentations, and self-directed learning. The Institute promotes a strong reading culture and encourages students to engage in continuous intellectual development.

8. Internship and Experiential Learning Support

Experiential learning forms an integral part of the academic framework at GILS. The Institute actively assists students in securing internships, fieldwork opportunities, community engagement projects, and experiential learning activities that complement classroom learning. Faculty coordinators provide guidance regarding internship selection, documentation, project execution, and professional conduct. These experiences enable students to apply theoretical concepts in practical settings while developing workplace competencies and professional confidence.

9. Inclusivity, Student Welfare, and Equal Opportunities

The Institute is committed to fostering an inclusive and equitable learning environment where students from diverse backgrounds are respected, supported, and empowered to achieve their full potential. Assistance is provided regarding scholarships, financial aid opportunities, academic support schemes, and student welfare initiatives whenever applicable. The Institute actively promotes gender sensitivity, ethical conduct, diversity, social justice, and equal opportunities through awareness programmes, workshops, and institutional policies.

10. Alumni, Industry, and Community Engagement

To enhance professional exposure and networking opportunities, the Institute maintains strong connections with alumni, industry experts, academic institutions, and community organizations. Alumni interactions, expert lectures, mentoring sessions, industry visits, and collaborative projects provide students with valuable insights into career pathways and professional expectations. Such engagements help bridge the gap between academic learning and real-world applications while expanding students' professional networks.

11. Holistic Development and Lifelong Learning

The overall student support framework at Gandhinagar Institute of Liberal Studies is designed to promote holistic development by integrating academic excellence, personal growth, professional preparedness, ethical values, and social responsibility. Through continuous guidance, mentorship, experiential learning, and developmental opportunities, the Institute seeks to nurture confident, competent, and socially responsible individuals who are equipped to contribute meaningfully to society and succeed in an increasingly interconnected global environment.

11. Program Credibility

11.1 Executive Summary

The Bachelor of Arts (B.A.) Programme offered by Gandhinagar Institute of Liberal Studies (GILS), Gandhinagar University, is designed to develop intellectually competent, socially responsible, and professionally skilled graduates equipped to address the complex challenges of contemporary society. The programme integrates disciplinary knowledge with interdisciplinary perspectives across the fields of English, Sociology, Psychology, Economics, Journalism and Mass Communication, Political Science, Geography, History, Performing Arts, Gujarati, Hindi, Public Administration, and Indian Knowledge Systems (IKS), thereby fostering critical thinking, communication skills, cultural awareness, research aptitude, and civic engagement.

The curriculum has been developed in alignment with the National Education Policy (NEP) 2020, National Credit Framework (NCrF), and Outcome-Based Education (OBE) principles, ensuring flexibility, multidisciplinary learning, and academic progression pathways. Every course within the programme is delivered by qualified faculty members possessing advanced academic credentials, research expertise, and professional experience in their respective domains. Students benefit from a balanced blend of theoretical understanding, experiential learning, field-based exposure, project work, and community engagement activities.

Specialized courses in English, Gujarati, Hindi, Journalism and Mass Communication emphasize language proficiency, literary appreciation, creative expression, media literacy, content development, and communication competencies required in modern professional environments. Social science disciplines such as Sociology, Psychology, Political Science, Public Administration, Economics, Geography, and History provide students with analytical frameworks to understand human behavior, governance systems, economic structures, social institutions, public policy, cultural heritage, and global developments.

The programme also incorporates emerging and contemporary areas such as Media Studies, Digital Communication, Research Methodology, Cultural Studies, Public Policy, Sustainable Development, Indian Knowledge Systems, Social Innovation, Community Development, and interdisciplinary electives that enhance employability and intellectual versatility. Faculty members actively mentor students through research projects, field surveys, internships, workshops, seminars, community outreach programmes, and academic collaborations to ensure meaningful learning experiences beyond the classroom.

The inclusion of Performing Arts and Indian Knowledge Systems further enriches the curriculum by promoting creativity, cultural literacy, indigenous knowledge traditions, aesthetic appreciation, and holistic development. Through continuous engagement with academic experts, industry professionals, policymakers, media practitioners, researchers, artists, and community organizations, students gain practical insights into diverse professional sectors.

The programme is uniquely positioned to provide students with a strong liberal arts foundation while preparing them for careers in education, public administration, media, journalism, research, social development, public policy, cultural organizations, civil services, corporate communication, development sectors, creative industries, and higher education. The curriculum emphasizes critical inquiry, ethical values, social responsibility, communication excellence, and lifelong learning, enabling graduates to become effective contributors to society and the global knowledge economy.

The programme further strengthens its academic relevance through regular curriculum review, stakeholder feedback, interdisciplinary learning opportunities, MOOCs, internships, fieldwork, and experiential learning components aligned with national and international educational standards.

11.2 Scope and Career Opportunities

Graduates of the programme may work in:

- Educational Institutions and Academic Organizations
- Media and Journalism Organizations
- Publishing Houses and Content Development Companies
- Government Departments and Public Sector Organizations
- Civil Services and Administrative Services
- Research Institutes and Think Tanks
- NGOs and Social Development Organizations
- Public Policy and Governance Institutions
- Corporate Communication and Public Relations Firms
- Cultural and Heritage Organizations
- Advertising and Digital Media Agencies
- Community Development and Social Welfare Organizations
- Tourism and Heritage Management Organizations
- International Development Agencies
- Human Resource and Organizational Development Departments
- Creative Industries and Performing Arts Organizations

9.3 Potential Job Roles

- Journalist
- Content Writer
- Media Analyst
- Public Relations Executive
- Communication Specialist
- Research Associate
- Social Researcher

- Policy Analyst
- Public Administration Officer
- Community Development Officer
- Social Welfare Officer
- Human Resource Executive
- Cultural Programme Coordinator
- Heritage Consultant
- Political Analyst
- Economic Research Assistant
- GIS and Development Associate
- Educator and Academic Facilitator
- Creative Writer
- Digital Content Strategist
- NGO Programme Coordinator
- Civil Services Aspirant

9.4 Higher Study & Professional Opportunities

Students may pursue:

- M.A. in English, Sociology, Psychology, Economics, Political Science, Geography, History, Public Administration, Journalism and Mass Communication, Gujarati, Hindi, Performing Arts, and related disciplines
- Master of Social Work (MSW)
- Master of Public Administration (MPA)
- Master of Journalism and Mass Communication (MJMC)
- MBA and Management Programmes
- Bachelor of Education (B.Ed.) and Teaching Careers
- UGC-NET, SET, and Academic Research Pathways
- Ph.D. in Humanities, Social Sciences, Languages, Media Studies, and Interdisciplinary Fields
- Civil Services and Competitive Examination Preparation
- Public Policy and Governance Programmes
- Professional Certifications in Media, Communication, Research, Public Relations, Content Development, and Digital Communication
- National and International Fellowships, Research Projects, and Academic Exchange Opportunities

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 1

SEMESTER 1

Subject Code:10490101	Subject Title: INTRODUCTION TO ENGLISH LITERATURE
Pre-requisite: Basic knowledge of English language.	

Course Objective:

1. To familiarize students with the literary works of various authors, social reformers and historians.
2. To examine a variety of texts and genres, including novels, short stories, drama and poetry.
3. To develop students' skills in literary and critical analysis, writing and research.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to Literature What is Literature? Literature and Society, Literature and Culture, Literature and Science	15	25
2	Literary Forms Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic Drama: Comedy, Tragedy, Tragic-comedy, One-act-play Prose: Novel, Novella, Short Story, Essay, Biography, autobiography	15	25

3	Texts: Poetry: The Solitary Reaper: William Wordsworth Prose: A Classical Student: Anton Chekhov Essay: I Have a Dream: Martin Luther King	15	25
4	Texts Short Story: "Hills Like White Elephants" by Ernest Hemingway Essay: "Notes of a Native Son" by James Baldwin	15	25

Course Outcome: After completion of this course, student will be able to:

1. Understand literature's role in society, culture, and science.
2. Explore poetry, drama, and prose forms including subgenres.
3. Analyze poems, short stories, essays, and autobiographies.
4. Connect literature to human experiences and society.

List of Reference Books:

1. Albert, Edward. History of English Literature. 5th ed., Oxford University Press, 2019
2. Niar, Pramod K. A Short History of English Literature. Amity University, 2018

Open e-Resource: NPTEL

<https://archive.nptel.ac.in/courses/109/106/109106124/>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 2

SEMESTER 1

Subject Code: 10490102	Subject Title: ENGLISH DRAMA
Pre-requisite: Basic knowledge of English language.	

Course Objective:

- (1) To develop a deep understanding of the selected well-known English dramas.
- (2) To Enhance critical thinking and analytical skills through the study of English drama.
- (3) To Foster effective communication and written expression skills.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to English Drama Overview of the history of English drama, from the medieval mystery plays to the Renaissance Introduction to key dramatic forms, including tragedy, comedy, and tragicomedy Analysis of significant theatrical movements and periods, such as Elizabethan and Jacobean drama	15	25
2	William Shakespeare Play: "Hamlet" Historical context and major themes Character analysis: Hamlet, Claudius, Ophelia Language and poetic devices	15	25

	Exploration of existential questions, revenge, and madness Relevance and enduring popularity of the play		
3	Arthur Miller Play: "Death of a Salesman" Social and historical context, focusing on the American Dream Character analysis: Willy Loman, Biff, Linda Themes of disillusionment, identity, and success Analysis of dramatic techniques employed by Miller Impact on American literature and theatre	15	25
4	Tennessee Williams Play: "A Streetcar Named Desire" Southern Gothic setting and atmospheric elements Character analysis: Blanche DuBois, Stanley Kowalski Symbolism and imagery in the play Exploration of themes of desire, illusion, and violence Influence of the play on American theatre	15	25

Course Outcome: After completion of this course, student will be able to:

1. Develop an understanding of the historical progression and cultural influences of English drama and identify and analyse key dramatic forms and movements in English theatre.
2. Gain proficiency in the study of William Shakespeare's play "Hamlet" and its enduring significance.
3. Explore Arthur Miller's "Death of a Salesman" within its social and historical context, focusing on themes of disillusionment and identity.
4. Examine Tennessee Williams' "A Streetcar Named Desire" for its Southern Gothic setting, character analysis, and exploration of desire, illusion, and violence in American theatre.

List of Reference Books:

1. "The Norton Anthology of Drama" edited by J. Ellen Gainor, Stanton B. Garner Jr., and Martin Puchner:
2. "Shakespeare: The Invention of the Human" by Harold Bloom
3. "Arthur Miller: Collected Plays 1944-1961" by Arthur Miller:
4. "Tennessee Williams: Mad Pilgrimage of the Flesh" by John Lahr

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (Hons.) / B.Sc. (Hons.)

Multi / Interdisciplinary Course

Semester 1

Subject Code: 10490103	Subject Title: CREATIVE WRITING AND LITERATURE
Pre-requisite: Basic knowledge of English language.	

Course Objective:

- (1) Cultivate the skill to express imaginatively across genres like fiction, poetry, and non-fiction.
- (2) Develop adeptness in crafting narratives, employing literary devices, and preparing work for publication

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents

Sr. No	Topic	Total Hours	Weight (%)

1	Introduction to Creative Writing Defining Creative Writing Elements of Fiction Mastering Dialogue Crafting Short Stories	15	25
2	Poetry and Creative Non-Fiction Poetic Language Exploration Symbolism in Poetry Creative Non-Fiction Techniques Personal Essay Mastery	15	25
3	Exploring Literary Genres Introduction to Fiction Genres: Mystery-The Gift of the Magi, short story by O. Henry Romance -The night train at Deola - Ruskin Bond Diverse Poetic Forms: Haikus, Rhyming poems	15	25
4	Publication Tips Revising and rewriting-proof reading-editing-submitting manuscript for publication summary.	15	25

Course Outcome: After completion of this course, student will be able to:

1. Diverse Writing Competence: Demonstrate proficiency in crafting narratives, poetry, and non-fiction, showcasing versatility in creative expression.
2. Effective Literary Techniques: Apply advanced techniques like dialogue mastery, symbolism, and genre exploration to enhance storytelling.
3. Personal Voice Development: Cultivate a unique writer's voice and style while honing skills in creative self-expression.
4. Publication Readiness: Prepare polished manuscripts for potential publication by mastering revision, editing, and submission processes.

List of Reference Books:

1. "On Writing: A Memoir of the Craft" by Stephen King
2. "The Elements of Style" by William Strunk Jr. and E.B. White
3. "Bird by Bird: Some Instructions on Writing and Life" by Anne Lamott
4. "The Anatomy of Story: 22 Steps to Becoming a Master Storyteller" by John Truby



GANDHINAGAR UNIVERSITY

(Established and Incorporated Under Gujarat Private Universities Act 2009, Amendment: Guj.
Act No. 7 of 2022)

Open e-Resource:

<https://www.coursera.org/specializations/creative-writing>

<https://poets.org/teaching-learning-resources>

<https://writingexcuses.com>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 3

SEMESTER 2

Subject Code: 10490201	Subject Title: INDIAN WRITING IN ENGLISH - 1
Pre-requisite: Basic knowledge of English language.	

Course Objective:

- (1) To introduce the learners to the per-independent Indian writers in English
- (2) To provide knowledge of literature in Indian historical context
- (3) To enable the learners to appreciate Indian writings before independence

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction: The Nature and Scope of Indian English Literature Pre-Independence Indian English Poetry, Prose, Drama and Novel Pioneering Writers of Indian English Literature	15	25%
2	Pre Independence-Fiction: 1. Mulk Raj Anand - Two Leaves and a Bud 2. Raja Rao - Kanthapura	15	25%

3	Indian English Poetry, Short Stories Selected Poems: 1. Toru Dutt - Love Came to Flora Asking for a Flower 2. A. K. Ramanujan – River Selected Stories 1. Rabindranath Tagore – The Post Master 2. R. K. Narayan, - Swami and His Friends	15	25%
4	Play Girish Karnad- Nagamandala	15	25%

Course Outcome: After completion of this course, student will be able to:

1. Explore the nature and scope of Indian English literature, covering pre-Independence poetry, prose, drama, and novels, while recognizing the contributions of pioneering writers.
2. Analyze Mulk Raj Anand's "Two Leaves and a Bud" and Raja Rao's "Kanthapura" to understand the socio-cultural and literary nuances of pre-Independence Indian English fiction.
3. Delve into Indian English poetry and short stories, examining works by Toru Dutt, A. K. Ramanujan, Rabindranath Tagore, and R. K. Narayan to grasp diverse thematic and stylistic elements.
4. Explore Indian English drama through Girish Karnad's "Nagamandala," gaining insights into cultural and dramatic dimensions of pre-Independence Indian theatrical expression.

List of Reference Books:

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Rao, Raja. Kanthapura. Oxford University Press, 1938.
4. Dutt, Toru. Love Came to Flora Asking for a Flower. Random House, 1876.
5. Ramanujan, A. K. Selected Poems: River. HarperCollins, 1976.
6. Tagore, Rabindranath. The Post Master. Macmillan, 1891.
7. Narayan, R. K. Swami and His Friends. Indian Thought Publications, 1935.
8. Karnad, Girish. Nagamandala. Oxford University Press, 1988.

Open e-Resource: NPTEL

https://onlinecourses.swayam2.ac.in/cec21_lg13/preview

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 4

Semester 2

Subject Code: 10490202	Subject Title: POPULAR LITERATURE
Pre-requisite: Basic knowledge of English language.	

Course Objective:

- (1) To appreciate literary techniques and styles in popular literature.
- (2) To understand cultural and social contexts depicted in the texts.
- (3) To explore different genres and their influence on literature.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to Popular Literature Defining Popular Literature and its characteristics Historical overview of Popular Literature Role and impact of Popular Literature in society Text: "Adventures of Huckleberry Finn" by Mark Twain	15	25%

2	Mystery and Detective Fiction Evolution of Mystery and Detective Fiction Analysis of plot structures, conventions, and archetypal characters Text: “The Hound of Baskerville” by Arthur Doyle	15	25%
3	Romance and Love Stories Examination of Romance as a genre Depictions of love, relationships, and societal norms Texts: “Pride and Prejudice” by Jane Austen	15	25%
4	Contemporary Popular Literature Contemporary trends in Popular Literature Representation, diversity, and social issues in modern Popular Literature Texts: "The Fault in Our Stars" by John Green	15	25%

Course Outcome: After completion of this course, student will be able to:

1. Understand the key features and historical context of popular literature in the English language.
2. Analyze the elements and conventions of mystery and detective fiction, and appreciate its impact on storytelling.
3. Examine the portrayal of love and relationships in literature, considering their cultural and social significance.
4. Identify and discuss contemporary trends, diverse representations, and societal issues within popular literature.

List of Reference Books:

1. Twain, Mark. Adventures of Huckleberry Finn. HarperCollins, 2008.
2. Conan Doyle, Arthur. The Adventures of Sherlock Holmes. Penguin Classics, 2001.
3. Orwell, George. 1984. Signet Classics, 1950.
4. Bronte, Charlotte. Jane Eyre. Penguin Classics, 2006.
5. Green, John. The Fault in Our Stars. Dutton Books, 2012.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 05

SEMESTER 3

Subject Code: 10490301	Subject Title: ENGLISH POETRY
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. To provide students with a comprehensive understanding of various poetic movements and traditions from the Renaissance to contemporary times, highlighting key themes, stylistic features, and the evolution of poetic forms.
2. To enhance students' abilities to critically interpret, analyze, and contextualize poems within their historical, cultural, and social contexts, fostering advanced literary analysis and appreciation skills.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)

1	<u>Renaissance Poetry</u> William Shakespeare: Selected Sonnets • Sonnet 18 ("Shall I compare thee to a summer's day?") • Sonnet 130 ("My mistress' eyes are nothing like the sun") John Donne: Selected Poems • "The Good-Morrow" • "A Valediction: Forbidding Mourning" Andrew Marvell: Selected Poems • "To His Coy Mistress" • "The Garden"	15	25
2	<u>Romantic Poetry</u> William Wordsworth: Selected Poems • "Lines Composed a Few Miles Above Tintern Abbey" • "I Wandered Lonely as a Cloud" Samuel Taylor Coleridge: Selected Poems • "Kubla Khan" • "The Rime of the Ancient Mariner" (abridged version) John Keats: Selected Poems • "Ode to a Nightingale" • "Ode on a Grecian Urn"	15	25
3	<u>Victorian Poetry</u> Alfred Lord Tennyson: Selected Poems • "The Lady of Shalott" • "Ulysses" Robert Browning: Selected Poems • "My Last Duchess" • "Porphyria's Lover" Matthew Arnold: Selected Poems • "Dover Beach" • "The Scholar-Gypsy"	15	25
4	<u>Modern and Contemporary Poetry</u> W.B. Yeats: Selected Poems • "The Second Coming" • "Sailing to Byzantium" T.S. Eliot: Selected Poems • "The Love Song of J. Alfred Prufrock" • "The Waste Land" (abridged version)	15	25

	Sylvia Plath: Selected Poems • "Lady Lazarus" • "Daddy"		
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Course Outcome: After completion of this course, student will be able to:

1. Demonstrate an understanding of major poetic movements including Renaissance, Metaphysical, Romantic, Victorian, Modern, and Contemporary poetry.
2. Interpret and critically evaluate selected poems from key poets such as Shakespeare, Donne, Wordsworth, Coleridge, Keats, Tennyson, Browning, Yeats, Eliot and Plath.
3. Contextualize poems within their historical, cultural, and social backgrounds -Understand how historical events, cultural movements, and social changes influenced the themes and forms of poetry.
4. Develop advanced skills in close reading, textual analysis, and interpretation of poetic language and structure.

List of Reference Books:

1. Abrams, M.H., et al. *The Norton Anthology of English Literature*. 9th ed., W.W. Norton & Company, 2012.
2. Greenblatt, Stephen, et al., editors. *The Norton Anthology of English Literature: Volume 2*. 10th ed., W.W. Norton & Company, 2018.
3. Ford, Boris, editor. *The New Pelican Guide to English Literature: The Age of Shakespeare*. Vol. 2, Penguin Books, 1982.
4. Ford, Boris, editor. *The New Pelican Guide to English Literature: From Blake to Byron*. Vol. Penguin Books, 1982.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 6

SEMESTER 3

Subject Code: 10490302	Subject Title: ENGLISH PROSE
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. To introduce students to the fundamental elements and diverse styles of short stories and prose, including plot, characterization, narrative techniques, and various prose devices.
2. To develop students' analytical and interpretive skills through the study of classic and contemporary prose works and short stories by renowned authors.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	<u>Elements of the Short Story:</u> Plot, Characterization, Narrative Technique and Structure <u>Types of Prose & Prose Style:</u> Autobiography,	15	25

	Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.		
2	<u>Prose Devices:</u> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humor and Pathos	15	25
3	<u>Prose</u> 1. Francis Bacon- Of Studies 2. Joseph Addison- Sir Roger at the Church 3. Charles Lamb- Dream Children 4. Virginia Woolf- Professions for Women 5. A.P.J. Kalam- Patriotism Beyond Politics & Religion (From Our Ignited Minds)	15	25
4	<u>Short Stories</u> 1. O' Henry- The Last Leaf 2. Anton Chekhov- The Lament 3. Guy de Maupassant- The Necklace 4. M.R. Anand- The Barber's Trade Union 5. R.K Narayan- Under the Banyan Tree	15	25

Course Outcome: After completion of this course, student will be able to:

1. Identify and analyse the key elements of short stories, such as plot, characterization, and narrative techniques, as well as understand the structure and style of different types of prose.
2. Gain an appreciation for various prose styles, including autobiography, biography, memoir, travelogue, and different forms of essays, and be able to critically analyse the use of prose devices such as theme, point of view, imagery, and tone.
3. Critically evaluate and interpret selected prose works by understanding their historical and cultural contexts.
4. Gain an understanding of the thematic and stylistic elements of selected short and will be able to articulate their insights in written and oral presentations.

List of Reference Books:

1. Bacon, Francis. *The Essays or Counsels, Civil and Moral*. Oxford University Press, 1908.
2. Woolf, Virginia. *The Death of the Moth and Other Essays*. Harcourt, Brace and Company, 1942.
3. O. Henry. *The Last Leaf*. Airmont Publishing Company, 1965.
4. Chekhov, Anton. *Selected Stories*. Translated by Ann Dunnigan, Signet Classics, 2003.

5. Maupassant, Guy de. *The Necklace and Other Stories: Maupassant for Modern Times*. Translated by Sandra Smith, Harper Perennial, 2008.

6. Narayan, R.K. *Under the Banyan Tree and Other Stories*. Penguin Classics, 1985.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) English

Major 7

SEMESTER 3

Subject Code: 10490303	Subject Title: INTRODUCTION TO LITERARY CRITICISM
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. To introduce the learners to a wide range of critical methods and literary theories.
2. To enable them to use the various critical approaches and advanced literary theories.
3. To enable them to mobilize various theoretical parameters in the analysis of literary and cultural texts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents

Sr. No	Topic	Total Hours	Weight (%)
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1	<u>Introduction-Literary Criticism</u> Literary Criticism -definitions and functions Types of Criticism-historical, biographical, sociological and psychological Qualities of good critic	15	25
2	<u>Critical Terms</u> Catharsis, Allegory, Diction, Irony, Motif and theme, Genre, Metaphor, Point of View, Subjective and Objective, Satire	15	25
3	<u>Classical/Neo Classical Criticism</u> Aristotle- "Poetics" Samuel Johnson –"Preface to Shakespeare"	15	25
4	<u>Indian Aesthetics</u> S. N. Dasgupta – "The Theory of Rasa" S. K. De – "Kuntaka's Theory of Poetry: Vakrokti"	15	25

Course Outcome: After completion of this course, student will be able to:

1. Develop a comprehensive understanding of literary criticism by examining its definitions, functions, and types, and by analyzing the qualities that define an effective critic.
2. Gain proficiency in identifying and analyzing key literary terms, including catharsis, allegory, diction, irony, motif, theme, genre, metaphor, point of view, subjective vs. objective perspectives, and satire.
3. Acquire a deep understanding of Classical and Neo-Classical criticism through the study of Aristotle's *Poetics* and Samuel Johnson's *Preface to Shakespeare*.
4. Explore Indian aesthetics by analyzing S. N. Dasgupta's *The Theory of Rasa* and S. K. De's interpretation of Kuntaka's *Vakrokti* theory of poetry.

List of Reference Books:

1. Braziel, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. London: Blackwell, 2003. Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: Oxford University Press, 1962.
2. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: MacMillan, 1970.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008. Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford: Oxford University Press, 2007.
4. Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.



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Act No. 7 of 2022)

5. Ramamurthi, Lalitha. An Introduction to Literary Theory. Chennai: University of Madras, 2006.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) English

Major 8

SEMESTER 4

Subject Code: 10490401	Subject Title: INDIAN WRITING IN ENGLISH-II
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. To introduce learners to the uniqueness of Indian Literature in English.
2. To acquaint learners to the pluralistic dimensions of Indian Literature in English.
3. To help them understand the different genres of Indian Literature in English.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)

1	<u>Essays (Indian Non-Fiction in English)</u> 1. Meenakshi Mukherjee: “The Anxiety of Indianness” from The Perishable Empire: Essays on Indian Writing in English. 2. Urvashi Butalia: “Memory” from The Other Side of Silence: Voices from the Partition of India 3. K. Satchidanandan: “That Third Space: Interrogating the Diasporic Paradigm” from Indian Literature, Vol 45, No.3 (203) (May-June 2001) 4. Jasbir Jain: “Prologue” from beyond postcolonialism: dreams and realities of a nation.	15	25
2	<u>Novel</u> Anita Desai's: In Custody.	15	25
3	<u>Short Stories</u> Alice Munro: Runaway Jhumpa Lahiri: Interpreter of Maladies Shashi Deshpande: "The Awakening" (from Collected Stories, Vol. 1, Penguin Books India Pvt Ltd. New Delhi, 2003	15	25
4	<u>Poems</u> 1. Kamala Das: An Introduction 2. Agha Shahid Ali: I See Kashmir from New Delhi 3. Nissim Ezekiel: Night of Scorpion 4. Keki N. Daruwalla: Migrations	15	25

Course Outcome: After completion of this course, student will be able:

1. Gain an in-depth understanding of key themes and perspectives in Indian non-fiction essays, focusing on the complexities of Indian identity, memory of the Partition, and the diasporic experience.
2. Examine and interpret Indian novels, by understanding their cultural and literary significance.
3. Engage with and analyse Indian short stories, including works by focusing on themes like Partition, divine rebellion, cultural traditions, and personal awakening.
4. Appreciate and critically analyse Indian poetry, with attention to the works while, exploring themes of personal identity, cultural heritage, social issues, and migration.

List of Reference Books:

1. Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2000.
2. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Duke University Press, 2000.
3. Satchidanandan, K. "That Third Space: Interrogating the Diasporic Paradigm." *Indian Literature*, vol. 45, no. 3, 2001, pp. 147-157.
4. Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Rawat Publications, 2006.
5. Desai, Anita. *In Custody*. Vintage, 1994.
6. Sarang, Vilas. *Fair Tree of the Void: Selected Stories*. Penguin Books India, 1990.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 9

SEMESTER 4

Subject Code: 10490402	Subject Title: ENGLISH SHORT STORIES
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. Explore the essential elements of the short story genre, including definition, structure, character development, theme, and stylistic techniques through a range of classic examples.
2. Critical Evaluation: Examine and evaluate selected short stories by authors such as Rudyard Kipling, Rabindranath Tagore, H.G. Wells, Mark Twain, Charles Dickens, and Anton Chekhov, focusing on their narrative styles, thematic concerns, and character portrayal.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)

1	Key Aspects of the Short Story Genre • Definition and Structure • Character Development • Theme and Focus • Style and Technique	15	25
2	Rudyard Kipling • My Own True Ghost Story • How the Leopard Got His Spots Rabindranath Tagore • The Postmaster • Living or Dead?	15	25
3	H.G. Wells • The Man Who Could Work Miracles • The Magic Shop Mark Twain • A Ghost Story • How to Tell a Story	15	25
4	Dickens: • A Child's Dream of a Star • Doctor Marigold Anton Chekhov: • The Lottery Ticket • The Lady with the Dog	15	25

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 10

SEMESTER 4

Subject Code: 10490403	Subject Title: INTRODUCTION TO PHONETICS
Pre-requisite: Zeal to learn the subject.	

Course Objective:

1. To initiate the students in the study of phonetics.
2. To make students aware about the vowels and consonants and their pronunciations.
3. To make students aware about human speech mechanism.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to Phonetics and Phonetic Symbols Definition and Scope of Phonetics, International Phonetic Alphabet (IPA), Consonant Symbols and Vowel Symbols	15	25
2	Airstream Mechanism Types of Airstream Mechanisms- Pulmonic Egressive Airstream, Glottalic Airstream Mechanism and Velaric Airstream Mechanism	15	25

3	Organs of Speech The Respiratory System, the Phonatory System and the Articulatory System	15	25
4	Classification of Consonants and Vowels Classification of Consonants- Place of Articulation, Manner of Articulation and Voicing Classification of Vowels- Height of the Tongue, Backness of the Tongue and Roundedness of the Lips	15	25

Course Outcome: After completion of this course, student will be able to:

1. Gain a comprehensive understanding of phonetic theory and the International Phonetic Alphabet (IPA), enabling them to accurately transcribe, analyze, and describe speech sounds and their articulatory features.
2. Apply the principles of airstream mechanisms, including pulmonic, glottalic, and velaric processes, to accurately describe and analyze the production of various speech sounds.
3. Identify the functions of the key organs of speech, including the lungs, vocal cords, articulatory structures, and resonators, and their roles in the production of different speech sounds.
4. Classify consonants and vowels based on their articulatory properties, including place and manner of articulation for consonants and height, backness, and rounding for vowels, and apply this classification to analyze and transcribe speech sounds accurately.

List of Reference Books:

1. Jones, Daniel. *The Pronunciation of English*. Cambridge University Press, 1956.
2. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students: A Workbook*. Macmillan, 1981.
3. Bansal, R. K., and J. B. Harrison. *Spoken English*. Orient Blackswan, 1972.
4. Ramamurthi, Lalitha. *A History of English Language and Elements of Phonetics*. Macmillan, 2000.
5. Varshney, R. L. *An Introductory Textbook of Linguistics and Phonetics*. Student Store, 1998.
6. Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 7th ed., MIT Press, 2017.
7. *Exercises in Spoken English: Consonants, Vowels, Accent, Rhythm and Intonation*. CIEFL, 1978.

Open e-Resource:

- TEDX TALKS English **Pronunciation TIP: Using TED Talks to Improve Pronunciation**
- <https://www.youtube.com/watch?v=YOWovTSUzgk>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 11

SEMESTER 5

Subject Code: 10490501	Subject Title: English Fiction
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To introduce students to a range of English Fiction from different periods and genres.
2. To trace the evolution of the form of Fiction in writing.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to Fiction Definition, Types, and Characteristics (Novel, Novella, Short Stories, Science/ Detective Fiction, Children's Fiction, Dystopian Fiction, Utopian Fiction, Speculative Fiction, Historical Fiction, Horror Fiction, Microfiction /Flash Fiction)	15	25

2	1)“ Angels and Blueberries ” by Tara Campbell 2)“ B. Wordsworth ” by V. S. Naipaul (Short story from the collection <i>Miguel Street</i>) 3) Jonathan Livingston Seagull by Richard Bach (Novella)	15	25
3	Bridge to Terabithia by Katherine Paterson (Children's Fiction)	15	25
4	James by Percival Everett (2024) (A re-imagining of <i>Adventures of Huckleberry Finn</i> by Mark Twain)	15	25

Course Outcome: After completion of this course, student will be able:

1. To analyze the key elements of narrative, including plot, character development, setting, point of view, and theme.
2. To visualize the diversity of style, writing, and trends in Fiction.
3. To contextualize literary fiction within their historical, social, and cultural backgrounds.
4. To analyze diverse literary texts to understand themes of individuality, imagination, and social issues, while exploring narrative style and cultural context.

List of Reference Books:

1. Ousby, Ian. *Cambridge Guide to Fiction in English*. Cambridge University Press. 1998.
2. James, Henry, and Walter Besant. *The Art of Fiction*. Cornell University Press. <https://archive.org/download/cu31924027192941/cu31924027192941.pdf>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 12

SEMESTER 5

Subject Code: 10490502	Subject Title: History of English Literature- I
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To introduce learners to the history and development of the English literary forms in context of the social and intellectual currents of different ages.
2. To enable students to critically analyse and appreciate the prescribed texts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Geoffrey Chaucer, William Langland, John Wyclif, Edmund Spenser	15	25
2	University Wits, William Shakespeare, Ben Jonson, John Milton, John Donne	15	25
3	Sonnet 116 by William Shakespeare The Flea by John Donne The Pulley by George Herbert	15	25

4	The Jew of Malta by Christopher Marlowe	15	25
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Course Outcome: After completion of this course, students will be able:

1. To comprehend the development and growth of English literature.
2. To understand the contribution of Chaucer to the growth of English literature.
3. To understand the importance of Elizabethan writers in the recognition of English literature.
4. To understand the characteristics, social, historical, economic, aspects affecting the development of English literature during the prescribed ages.

List of Reference Books:

1. Albert, Edward. *History of English Literature (5th ed.)*. Oxford University Press. 1979.
2. Carter, R., and McRae, J. (2016). *The Routledge History of Literature in English: Britain and Ireland (3rd ed.)*. Routledge. <https://doi.org/10.4324/9781315461298>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 13

SEMESTER 5

Subject Code: 10490503	Subject Title: Classical Literature
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To introduce students to the rich literary heritage of ancient Greece, Rome, and India.
2. To analyze and interpret classical texts in their historical and cultural contexts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction Classical Literature- Definition, Forms, and Characteristics, Difference between Greek and Roman Classical works, Brief about Homer and Virgil, Indian Classical Literature	15	25

2	Oedipus Rex by Sophocles	15	25
3	Ovid Selections from Metamorphoses ' Bacchus ', (Book III), ' Tieresias ' (Book III) ' Philomela ' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).	15	25
4	Abhijnana Shakuntalam by Kalidasa	15	25

Course Outcome: After completion of this course, student will be able:

1. To recognize the great works of classical literature and interpret them.
2. To understand the significance of classical literature in shaping the Western literary traditions.
3. To critically appreciate the Greek, Roman in their historical and cultural contexts.
4. To critically appreciate the Indian Classical texts in their historical and cultural contexts.

List of Reference Books:

1. Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18. 2.
2. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
3. G S Kirk. *Homer and the Epic*. 1965. CUP Lama, Prabha, et al. "Exploring the Major Themes in Selected Works of Kalidasa (*Abhijnana Shakuntalam* and *Meghaduta*)."
Webology 18.2 (2021).

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

SUBJECT SPECIFIC IKS (MINOR 5)

SEMESTER 5

Subject Code: 10490504	Subject Title: IKS in English Literature
Pre-requisite: Zeal to learn the subject	

Course Objective:

This course aims to provide a comprehensive understanding of Indian Knowledge Systems (IKS), exploring their literary, philosophical, and scientific foundations through classical texts and traditions. It also examines the colonial impact on IKS and the postcolonial efforts to reclaim and reinterpret indigenous knowledge through literature and thought.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)

1	Understanding IKS Definition and Scope of Indian Knowledge Systems, Historical evolution and significance in Indian culture, Traditional forms of knowledge: oral, written, and symbolic, IKS in literature, arts, and philosophy Sources of Indian Knowledge Systems Vedas, Upanishads, and Puranas, Epic literature: Ramayana, Mahabharata, Classical Tamil literature: Sangam texts, Indigenous knowledge in regional languages	15	25
2	Classical Indian Literature Vedic Literature: The Vedas: Rigveda, Yajurveda, Samaveda, Atharvaveda, Upanishads and their philosophical contributions Epics and Mythology: The Ramayana: Themes, characters, and cultural significance, The Mahabharata: Concepts of dharma, karma, and the Bhagavad Gita Classical Poetics: The concept of Rasa in Bharata's Natyashastra, Kalidasa and his works: Shakuntala and Meghaduta, Other key poets and playwrights from the classical tradition	15	25
3	Indian Philosophy and Thought Major Philosophical Systems: Vedanta, Samkhya, Nyaya, Yoga, and Buddhis, The concept of dharma, karma, and moksha in Indian philosophy Contribution to Global Thought: Indian philosophy's impact on Western thought, The contributions of figures like Adi Shankaracharya, Patanjali, and Buddha Indigenous Knowledge and Science: Ayurveda: Traditional Indian medicine and its principles, Jyotisha: Indian astrology and astronomy, Mathematics: The contributions of Aryabhata, Brahmagupta, and Bhaskara	15	25

4	Postcolonial Perspectives in Indian Knowledge Systems Colonial Impact on Indian Knowledge: The British colonial view of Indian knowledge and its marginalization, The rise of English education and its effects on Indian intellectuals Reclaiming IKS: Postcolonial Writers: Literature as a tool for reclaiming indigenous knowledge, Key figures: Rabindranath Tagore, Aurobindo Ghosh, and M.K. Gandhi Indian Writing in English: The role of English in the expression of Indian knowledge systems, Key authors and works: R.K. Narayan, Mulk Raj Anand, Ismat Chughtai, Kamala Das, and Vikram Seth	15	25
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Course Outcome: After completion of this course, student will be able:

1. Define Indian Knowledge Systems (IKS), explain their historical evolution, and identify traditional forms of knowledge in oral, written, and symbolic forms across literature, arts, and philosophy.
2. Analyze key classical texts such as the Vedas, Upanishads, Ramayana, and Mahabharata, and evaluate classical literary concepts like Rasa and the contributions of poets like Kalidasa.
3. Interpret major Indian philosophical schools, explain core concepts such as dharma, karma, and moksha, and recognize India's contributions to global thought, science, and mathematics.
4. Critically assess the colonial impact on Indian knowledge systems and explore how postcolonial literature and thinkers have reclaimed and reinterpreted indigenous knowledge.

List of Reference Books:

1. Philosophical Texts:

- o *The Bhagavad Gita*
- o *The Upanishads* (selected translations)
- o *Brahma Sutra* by Badarayana

2. Literary Texts:

- o *Ramayana* and *Mahabharata* (selected readings)
- o Kalidasa's *Shakuntala*
- o *Meghaduta* by Kalidasa

3. Critical Works:

- o *The Discovery of India* by Jawaharlal Nehru
- o *The Hindus: An Alternative History* by Wendy Doniger
- o *The Argumentative Indian* by Amartya Sen o *The Culture of India* by David Rubin

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 14

SEMESTER 6

Subject Code: 10490601	Subject Title: History of English Literature- II
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To introduce learners to the history and development of the English literary forms in context of the social and intellectual currents from Romantic to Postmodern era.
2. To enable students to critically analyse and appreciate the prescribed texts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Romantic Period & Victorian Period William Wordsworth, S.T. Coleridge, P. B. Shelly, John Keats, Jane Austen, Robert Browning, Charles Dickens, Alfred Lord Tennyson	15	25

2	Modern Period & Postmodern Period Wilfred Owen, W. B. Yeats, T. S. Eliot, Ezra Pound, James Joyce, Virginia Woolf, Ted Hughes, Philip Larkin, Samuel Beckett	15	25
3	<i>On the Grasshopper and Cricket</i> by John Keats <i>Dulce et Decorum est</i> by Wilfred Owen <i>The Second Coming</i> by W. B. Yeats <i>A Pact</i> by Ezra Pound	15	25
4	<i>A Tale of Two Cities</i> by Charles Dickens	15	25

Course Outcome: After completion of this course, student will be able:

1. To comprehend the development and growth of English literature.
2. To understand the first and second generation Romantic writers in the recognition of English literature.
3. To understand the social and historical factors affecting the literature of the times, both in style and subject matter.
4. To understand the characteristics, social, historical, economic, political aspects affecting the development of English literature during the prescribed ages.

List of Reference Books:

1. Albert, Edward. *History of English Literature (5th ed.)*. Oxford University Press. 1979.
2. Carter, R., and McRae, J. (2016). *The Routledge History of Literature in English: Britain and Ireland (3rd ed.)*. Routledge. <https://doi.org/10.4324/9781315461298>
3. Daiches, David. *A Critical History of English Literature*. Supernova Publishers.
2022. <https://www.amazon.in/Critical-History-English-Literature-combo/dp/8189930648>

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 15

SEMESTER 6

Subject Code: 10490602	Subject Title: Introduction to Translation Studies
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To offer the students the absolute of translation studies at an elementary level.
2. To explore the history, development, varied strategies and approaches in the field of translation.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introducing Translation Studies & History of Translation in Literature Why Translation, History of Translation in English and Indian literatures Kinds of Translation Adaptation, Paraphrase, Trans-creation, Inter-medium translation, Literal/Literary translation	15	25

2	Strategies for Translation Jacobson's model of communication, Stages of translation, Use of Translation Apparatus- Glossary, Index, Annotation, Translator's note	15	25
3	Problems and Challenges in Translation Cultural translation, Resistance to translation in literary conventions, Perspectives on challenges from philological, linguistic, communicative theories.	15	25
4	Commercial and Literary Translation Denotative & Connotative usage of language, Objectives of commercial and literary translation Practice: 1. Commercial Translation in Practice: Letters, Reports, Articles 2. Literary Translation in Practice: Short Stories, Essays, Poems	15	25

Course Outcome: After completion of this course, student will be able:

1. To understand the fundamental theories and concepts of translation.
2. To distinguish between commercial and literary modes of translation.
3. To recognize the cultural, linguistic, and historical contexts that shape translation practices.
4. To apply translation strategies and approaches to real-world translation tasks.

List of Reference Books:

1. Bassnett, Susan. *Translation Studies*. 3rd ed. New York: Routledge. 2002.
2. Eugene Nida, *Translation*
3. Bassnett and Lefevre, *Translation, History, and Culture*
4. IGNOU Translation Courses

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Major 16

SEMESTER 7

Subject Code: 10490603	Subject Title: Literary Theory and Criticism
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To strengthen students' critical and theoretical acumen.
2. To develop the ability to critically appreciate literature.
3. To make students understand various critics and critical concepts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction What is Criticism; What is Theory Literature of Power and Knowledge Thomas de Quincey	15	25

2	Classical Criticism Plato and Aristotle Medieval and Renaissance Criticism Sir Philip Sidney	15	25
3	English Neoclassical Criticism John Dryden, Alexander Pope, Samuel Johnson	15	25
4	Romantic and Victorian Criticism William Wordsworth, Samuel Taylor Coleridge, Matthew Arnold, Walter Pater	15	25

Course Outcome: After completion of this course, student will be able:

1. To understand and apply various literary theories and critical concepts to interpret literary works.
2. To critically classify the difference between Literature of Knowledge and Power.
3. To understand the social, political, stylistic, historical reasons behind the upsurge of different critical traditions that appeared in the successive literary periods.
4. To understand key concepts of literary criticism and theory, tracing its evolution from classical to Victorian times, and critically engage with major critics and their contributions to the discourse on literature, power, and knowledge.

List of Reference Books:

1. Cuddon, J. A. *Dictionary of Literary Terms*. New Delhi: Penguin, 1980.
2. Harpham, M. H. Abrams and Geoffrey Galt. *A Glossary of Literary Terms*. Delhi: Cengage Learning, 2015.
3. "What is Criticism?" (1963) by Roland Barthes.
4. "What is Theory?" by Jonathan Culler.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A.(HONS.) ENGLISH

Minor Vocational

SEMESTER 6

Subject Code: 10490604	Subject Title: Literature and Cinema
Prerequisite: Zeal to learn the subject.	

Course Objective:

1. To understand the language of film.
2. To analyze verbal and visual texts through a comparative approach.
3. To gain an interdisciplinary view of appreciating literature and movies.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No	Topic	Total Hours	Weight (%)
1	Introduction to Literature and Cinema • Relationship between Literature and Cinema • Adaptation: Theories and Practices • Fidelity vs. Transformation Debate • Elements of Narrative: Plot, Character, Setting, Theme	15	25

2	William Shakespeare, <i>Hamlet</i> and its adaptation: <i>Haider</i> (2014, dir. Vishal Bhardwaj).	15	25
3	John Green, <i>The Fault in our Stars</i> (2012) and its adaptation: <i>The Fault in our Stars</i> (2014, dir. Josh Boone)	15	25
4	Dhruv Bhatt, <i>Tatvamasi</i> (2003) and its adaptation: <i>Reva</i> (2018, dir. Rahul Bhole and Vinit Kanojia)	15	25

Note: The semester-end questions of Units II, III & IV should be formulated based on a comparative approach towards studying the visual and the verbal texts.

Course Outcome: After completion of this course, student will be able:

1. To demonstrate an understanding of key concepts in literary and film studies.
2. To understand and identify the visual and narrative elements of film, including signs, syntax, and cinematic techniques.
3. To critically evaluate the adaptations of literary works into films, analyzing the similarities and differences between the two mediums.
4. To recognize the relationships between literature and film, understanding how each medium informs and influences the other.

List of Reference Books:

1. Linda, Hutcheon, 'On the Art of Adaptation', Dedalus, vol. 133, (2004)
2. Thomas Leitch, 'Adaptation Studies at Crossroads', Adaptation, 2008, vol. 1, no. 1, pp. 63-77.
3. Poonam Trivedi, 'Filmi Shakespeare', Lit Film Quarterly, vol. 35, issue 2, 2007.
4. Deborah Cartmell and Imelda Wheleham, eds. *The Cambridge Companion to Literature on Screen*. Cambridge University Press

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 17

SEMESTER 7

Subject Code: 10490701	Subject Title: History of English Language (HEL)
Prerequisite: Familiarity with fundamental concepts of linguistics and literature.	

Course Objective:

1. To understand the historical development of the English language from Old English to Modern English and examine the major linguistic changes across different periods.
2. To analyse the influence of historical, cultural, and social factors such as invasions, colonization, and globalization on the evolution and expansion of the English language.
3. To understand the development and varieties of modern English as a global language.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No.	Topic	Total Hours	Weight (%)
1.	Origin and Early Development of the English Language: Indo-European Family of Languages; Germanic Roots of English; Old English Period (450–1066); Features of Old English: Vocabulary, Grammar, and Literature; Influence of Anglo-Saxon culture on the language	15	25

2.	Middle English Period: Norman Conquest and its impact on English; Development of Middle English (1066–1500); Changes in vocabulary, spelling, and grammar; French and Latin influence on English; Contribution of Geoffrey Chaucer to the development of English	15	25
3.	Early Modern English: The Renaissance and its influence on English; Standardization of English; Impact of the Printing Press; Contribution of William Shakespeare and the King James Bible ; Vocabulary expansion and linguistic changes	15	25
4.	Modern English and Global English: Development of Modern English (18th century onwards); Dictionaries and grammar standardization; American English and other varieties of English; English as a Global Language; Influence of science, technology, and media on English	15	25

Course Outcome: After completion of this course, student will be able:

CO1: Understand the origin and historical development of the English language.
CO2: Identify the major linguistic changes across Old, Middle, and Modern English periods.
CO3: Analyze the influence of social, cultural, and political factors on language development.
CO4: Recognize the global spread and contemporary varieties of English.

List of Reference Books:

1. Baugh, Albert C. & Thomas Cable – *A History of the English Language*
2. Barber, Charles – *The English Language: A Historical Introduction*
3. Crystal, David – *The Stories of English*
4. Jespersen, Otto – *Growth and Structure of the English Language*
5. Fennell, Barbara A. – *A History of English: A Sociolinguistic Approach*

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand origin and development of English	3	1	1	2	1	-	1	2	1	1	2	1
CO2 Identify linguistic changes in different periods	3	2	1	2	1	-	1	1	1	1	2	1
CO3 Analyze social and cultural influences on	2	3	1	3	2	1	1	1	1	1	2	2

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
language												
CO4 Evaluate global role and varieties of English	2	2	2	3	2	1	1	2	2	2	2	2

Programme Specific Outcomes (PSOs) – B.A. English

PSO1	Develop a strong understanding of English language evolution, literary traditions, and critical theories.
PSO2	Apply linguistic and literary knowledge for academic research, teaching, writing, and communication-related professions.

GANDHINAGAR INSTITUTE OF LIBERAL STUDIES

B.A. (HONS.) ENGLISH

Major 18

SEMESTER 7

Subject Code: 10490702	Subject Title: Women's Writing in English (WWE)
Prerequisite: Familiarity with fundamental literary concepts and critical reading.	

Course Objective:

1. To introduce students to the contribution of women writers in English literature across different historical periods and literary genres.
2. To explore themes related to gender, identity, patriarchy, and women's experiences as represented in literary texts written by women.
3. To develop critical understanding of feminist perspectives and encourage analytical reading of women's literary works.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents

Sr. No.	Topic	Total Hours	Weight (%)
1	Introduction to Women's Writing: Concept of Women's Writing; Feminism and Feminist Literary Theory; Representation of women in literature; Early women writers in English literature.	15	25
2	Poetry by Women Writers: Emily Dickinson – Selected Poems; Sylvia Plath – <i>Daddy</i> / Selected Poems; Themes of identity, emotions, and personal voice in women's poetry.	15	25
3	Fiction by Women Writers: Jane Austen – <i>Pride and Prejudice</i> ; Virginia	15	25

	Woolf – <i>A Room of One's Own</i> (selected extracts); Themes of social expectations, gender roles, and women's independence		
4	Contemporary Women's Writing: Toni Morrison – Selected excerpts from <i>Beloved</i> ; Arundhati Roy – Selected excerpts from <i>The God of Small Things</i> ; Women's voices in modern and postcolonial literature; Issues of identity, culture, and empowerment.	15	25

Course Outcome: After completion of this course, student will be able:

CO1: Understand the contribution of women writers in English literature across different periods.
CO2: Analyze themes such as gender, identity, patriarchy, and women's experiences in literary texts.
CO3: Examine feminist perspectives and the representation of women in literature.
CO4: Develop critical thinking and interpretative skills while studying works by women writers.

List of Reference Books:

1. Gilbert, Sandra M. & Susan Gubar – *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*.
2. Showalter, Elaine – *A Literature of Their Own: British Women Novelists from Brontë to Lessing*.
3. Millett, Kate – *Sexual Politics*.
4. Moi, Toril – *Sexual/Textual Politics: Feminist Literary Theory*.
5. Woolf, Virginia – *A Room of One's Own*.
6. Plain, Gill & Sellers, Susan (Ed.) – *A History of Feminist Literary Criticism*.
7. Barry, Peter – *Beginning Theory: An Introduction to Literary and Cultural Theory*.
8. Tyson, Lois – *Critical Theory Today: A User-Friendly Guide*.
9. Walters, Margaret – *Feminism: A Very Short Introduction*.
10. Abrams, M.H. & Harpham, Geoffrey – *A Glossary of Literary Terms*.

CO–PO–PSO Mapping: Women's Writing in English (WWE)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PSO-1	PSO-2
CO-1	3	2	2	2	-	2	2	3	2	2	2	2
CO-2	2	3	2	2	-	2	2	2	2	-	2	1
CO-3	2	3	2	1	-	1	-	-	1	2	-	2

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PSO-1	PSO-2
CO-4	1	2	3	1	-	-	1	2	-	2	-	-

Programme Specific Outcomes (PSOs) – B.A. English

PSO1	Understand the contribution of women writers in English literature and analyse themes of gender, identity, and representation in their works.
PSO2	Apply feminist literary perspectives to interpret women's texts and examine the social, cultural, and historical contexts influencing women's writing.

B.A. (HONS.) ENGLISH
Major 19
SEMESTER 7

Subject Code: 10490703	Subject Title: Literary 'isms and movements (LM)
Prerequisite: Familiarity with fundamental literary concepts and critical reading.	

Course Objective:

1. To introduce students to major literary movements and critical "isms" that shaped English literature.
2. To develop understanding of the historical and cultural contexts behind different literary movements.
3. To enable students to analyse literary texts through various theoretical perspectives.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No.	Topic	Total Hours	Weight (%)
1.	Introduction to Literary Movements: Concept of Literary Movements; Classicism; Neoclassicism; Romanticism; Victorianism.	15	25
2	Modern Literary Movements: Realism; Naturalism; Symbolism; Modernism.	15	25
3	Twentieth Century Literary 'Isms': Imagism; Expressionism; Surrealism; Existentialism.	15	25
4	Contemporary Critical Theories: Feminism; Postmodernism; Postcolonialism; Structuralism and Post-Structuralism.	15	25

Course Outcome: After completion of this course, student will be able:

CO1: Understand the concept and development of major literary movements in English literature.
CO2: Identify and explain important literary “isms” and their characteristics.
CO3: Analyze literary texts using different theoretical and critical approaches.
CO4: Evaluate the impact of literary movements on the development of modern literature.

List of Reference Books:

1. Abrams, M.H. – *A Glossary of Literary Terms*.
2. Barry, Peter – *Beginning Theory: An Introduction to Literary and Cultural Theory*.
3. Bressler, Charles E. – *Literary Criticism: An Introduction to Theory and Practice*.
4. Habib, M.A.R. – *A History of Literary Criticism and Theory*.
5. Selden, Raman, Widdowson, Peter & Brooker, Peter – *A Reader's Guide to Contemporary Literary Theory*.
6. Tyson, Lois – *Critical Theory Today: A User-Friendly Guide*.

CO–PO–PSO Mapping: Women's Writing in English (WWE)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand literary movements	3	1	1	2	1	-	1	2	1	1	3	2
CO2 Identify literary “isms”	3	2	1	2	1	-	1	1	1	1	3	2
CO3 Analyze texts using theory	2	3	2	2	2	1	1	2	1	1	2	3
CO4 Evaluate influence of movements	2	2	2	3	2	1	1	2	2	2	2	3

Programme Outcomes (POs) – B.A. English

PO1: Disciplinary Knowledge	Demonstrate comprehensive knowledge of English literature, language, and its historical development.
PO2: Critical Thinking	Analyze literary and linguistic texts using critical and analytical approaches.

Minor 7
SEMESTER 7

Subject Code: 10490704	Subject Title: Application of English in Media (Vocational Minor)
Prerequisite: Familiarity with different forms of media such as print, electronic, and digital platforms.	

Course Objective:

1. To introduce students to the role and importance of English in various media platforms such as print, electronic, and digital media.
2. To develop students' skills in media writing including news writing, script writing, and content creation.
3. To enhance communication and analytical skills required for careers in media and communication industries.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents				
Sr. No.	Topic	Total Hours	Weight (%)	
1	Introduction to Media and Communication: Concept and types of media; Role of English in mass communication; Print media, electronic media, and digital media; Basic principles of media writing.	15	25	
2	Journalism and News Writing: Elements of news; Structure of news reports; Headlines and leads; Reporting and editing techniques.	15	25	
3	Writing for Electronic and Digital Media: Script writing for radio and television; News broadcasting and presentation; Writing for blogs, websites,	15	25	

	and social media; Digital communication strategies.		
4	Advertising and Public Relations: Language of advertising; Copywriting and slogan writing; Public relations and press releases; Ethics in media communication.	15	25

Course Outcome: After completion of this course, student will be able:

CO1: Understand the role of English in print, electronic, and digital media.
CO2: Identify and apply principles of media writing such as news writing, reporting, and editing.
CO3: Develop skills in writing for various media platforms including broadcasting and digital media.
CO4: Analyze the use of language in advertising, public relations, and media communication.

List of Reference Books:

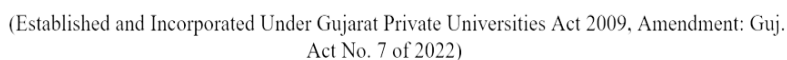
1. Keval J. Kumar – *Mass Communication in India*.
2. Melvin Mencher – *News Reporting and Writing*.
3. Dennis McQuail – *Mass Communication Theory*.
4. Herbert Zettl – *Television Production Handbook*.
5. Tony Harcup – *Journalism: Principles and Practice*.
6. Sue Walker – *Writing for Journalists*.
7. Fiske, John. – *Introduction to Communication Studies*.
8. Briggs, Asa & Burke, Peter. – *A Social History of the Media*.
9. Burns, Lynette Sheridan. – *Understanding Journalism*.
10. Thussu, Daya Kishan. – *International Communication: Continuity and Change*.

CO–PO–PSO Mapping: Women's Writing in English (WWE)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand role of English in media	3	1	2	2	1	-	1	1	1	2	2	2
CO2 Apply principles of media writing	2	2	3	2	2	-	1	1	1	2	3	2
CO3 Develop writing skills for media platforms	2	2	3	2	2	1	1	2	1	3	3	3
CO4 Analyze language used in advertising and PR	2	3	2	2	2	1	1	2	1	2	2	3



Program Name: Bachelor of Arts (Hons.)					Program Code: 49							
Semester/ Year: Fourth Year Bachelor of Arts (Hons.)- Semester VIII					Effective From Academic Year: 2024-25 (As per NEP 2020)							
Subject Code	Course Type	Subject Name	Credit	Hours per week				Theory (Marks)		Practical (Marks)		Total (Marks)
				L	T	P	Total	University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	

10490801	Major 20	Indian Poetics. (IP)	4	4	-	-	4	50	50	-	-	100
10490802	Major 21	English Language Teaching. (ELT)	4	4	-	-	4	50	50			100
10490803	Major 22	Research Methodology + Dissertation	4	4	-	-	4	50	50	-	-	100
10490804	Minor 8	Content Writing (Vocational) (Minor)	4	4	-	-	4	50	50			100
	OJT in Major Specific Course/ Research Project in Major Specific Course	On the Job Training (OJT) (For UG Honors Degree) / Research Project (For UG Honors with Research Degree)	6	6	-	-	6					150
			22				22					550

Note (If any):	A Bachelor's degree with honours after a 4-year (eight semesters) programme of study with On-the-Job Training (OJT) (For UG Honors Degree) / Research Project (For UG Honors with Research Degree)
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GANDHINAGAR INSTITUTE OF LIBERAL STUDIES
B.A. (HONS.) ENGLISH
Major 20
SEMESTER 8

Subject Code: 10490801	Subject Title: INDIAN POETICS (IP)
Prerequisite: Basic understanding of literary criticism and poetic forms in Indian English	

literature.

Course Objective:

1. To introduce students to the fundamental concepts and theories of classical Indian poetics.
2. To develop understanding of major schools of Indian literary criticism such as Rasa, Dhvani, and Alankara.
3. To enable students to apply Indian aesthetic theories to the interpretation of literary texts.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No.	Topic	Total Hours	Weight (%)
1	Introduction to Indian Poetics: Concept and significance of Indian Poetics; Difference between Western and Indian literary criticism; Overview of major schools of Indian poetics; Contribution of Bharata Muni and <i>Natyashastra</i> .	15	25
2	Rasa Theory: Concept of Rasa (aesthetic experience); Bharata's Rasa Theory; Elements of Rasa: Sthayi Bhava, Vibhava, Anubhava, Vyabhichari Bhava; Types of Rasas and their literary significance	15	25
3	Alankara and Dhvani Theory: Concept of Alankara (figures of speech); Contributions of Bhamaha and Dandin; Dhvani Theory by Anandavardhana; Concept of suggestion in poetry.	15	25

4	Vakrokti and Auchitya Theory: Vakrokti Theory by Kuntaka; Concept of poetic expression and stylistic beauty; Auchitya Theory by Kshemendra; Relevance of Indian poetics in modern literary criticism	15	25
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Course Outcome: After completion of this course, student will be able:

CO1: Understand the fundamental concepts and historical development of Indian poetics.
CO2: Explain major theories such as Rasa, Alankara, and Dhvani in classical Indian literary criticism.
CO3: Analyze literary texts using principles of Indian aesthetic theories.
CO4: Evaluate the relevance of Indian poetics in the study of literature and modern criticism.

List of Reference Books:

1. Bharata Muni – *Natyashastra*.
2. Anandavardhana – *Dhvanyaloka*.
3. Kuntaka – *Vakroktijivita*.
4. Kshemendra – *Auchityavicharacharcha*.
5. Bhamaha – *Kavyalankara*.
6. Dandin – *Kavyadarsha*.
7. V.S. Seturaman (Ed.) – *Indian Aesthetics: An Introduction*.
8. Krishnamoorthy, K. – *Essentials of Indian Aesthetics*.
9. Nagendra – *Indian Literary Criticism: Theory and Interpretation*.
10. S.K. De – *History of Sanskrit Poetics*.
11. Kapil Kapoor – *Literary Theory: Indian Conceptual Framework*.
12. G.N. Devy – *Indian Literary Criticism: Theory and Interpretation*.
13. C.D. Narasimhaiah – *Indian Critical Tradition*.
14. V. Raghavan – *The Number of Rasas*.
15. P.V. Kane – *History of Sanskrit Poetics*.

CO–PO–PSO Mapping Table: History of English Language (HEL)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand Indian poetics concepts	3	1	1	2	1	-	1	2	1	1	3	2
CO2 Explain major theories	3	2	1	2	1	-	1	1	1	1	3	2
CO3 Analyze texts using Indian theories	2	3	2	2	2	1	1	2	1	1	2	3

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO4 Evaluate relevance of Indian poetics	2	2	2	3	2	1	1	2	2	2	2	3

Programme Specific Outcomes (PSO) – B.A. English

PSO1	Develop an understanding of the major concepts and schools of classical Indian poetics such as Rasa, Dhvani, Alankara, and Vakrokti, and their significance in literary criticism.
PSO2	Apply the principles of Indian aesthetic theories to interpret and critically analyse literary texts within their cultural and philosophical contexts.

Subject Code: 10490802	Subject Title: ENGLISH LANGUAGE TEACHING (ELT)
Prerequisite: Ability to analyse and use English language effectively in academic and classroom contexts.	

Course Objective:

1. To introduce students to the principles and theories of English language teaching and learning.
2. To develop understanding of various teaching methods and techniques used in ELT.
3. To equip students with practical skills required for teaching English effectively in classrooms.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents			
Sr. No.	Topic	Total Hours	Weight (%)
1	Introduction to English Language Teaching: Concept and scope of English Language Teaching (ELT); Importance of English as a global language; First language vs second language learning; Role of teacher and learner in language teaching	15	25
2	Methods and Approaches of ELT: Grammar Translation Method; Direct Method; Audio-Lingual Method; Communicative Language Teaching (CLT); Task-Based Language Teaching	15	25
3	Teaching Language Skills: Listening Skills; Speaking Skills; Reading Skills; Writing Skills; Teaching vocabulary and grammar.	15	25

4	Modern Trends and Technology in ELT: Use of teaching aids and classroom techniques; Language laboratories and multimedia learning; Computer Assisted Language Learning (CALL); Evaluation and testing in language teaching.	15	25
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Course Outcome: After completion of this course, student will be able:

CO1: Understand the basic principles and theories of English language teaching.
CO2: Identify and explain different teaching methods and approaches used in ELT.
CO3: Apply techniques for teaching language skills such as listening, speaking, reading, and writing.
CO4: Evaluate modern trends, technologies, and assessment methods used in English language teaching.

List of Reference Books:

1. Harmer, Jeremy – *How to Teach English*.
2. Richards, Jack C. & Rodgers, Theodore – *Approaches and Methods in Language Teaching*.
3. Brown, H. Douglas – *Principles of Language Learning and Teaching*.
4. Scrivener, Jim – *Learning Teaching*.
5. Nunan, David – *Language Teaching Methodology*.
6. Ur, Penny – *A Course in Language Teaching*.
7. Thornbury, Scott – *How to Teach Speaking*.
8. Harmer, Jeremy – *How to Teach Writing*.
9. Hedge, Tricia – *Teaching and Learning in the Language Classroom*.
10. Larsen-Freeman, Diane – *Techniques and Principles in Language Teaching*.
11. Littlewood, William – *Communicative Language Teaching*.
12. Widdowson, H.G. – *Teaching Language as Communication*.

CO–PO–PSO Mapping Table: History of English Language (HEL)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand ELT principles	3	1	1	2	1	-	1	1	1	1	3	2
CO2 Identify teaching methods	3	2	1	2	1	-	1	1	1	1	3	2
CO3 Apply techniques for language skills	2	3	3	2	2	1	1	2	1	2	2	3
CO4 Evaluate modern trends and technology	2	2	2	3	2	1	2	2	2	2	2	3

Programme Specific Outcomes (PSO) – B.A. English

PSO1	Develop theoretical and practical understanding of English language teaching methods and pedagogical approaches.
PSO2	Apply effective teaching strategies and communication skills for teaching English in diverse educational contexts.

Subject Code: 10490804	Subject Title: Content Writing (Vocational Minor)
Prerequisite: Familiarity with different forms of writing such as essays, articles, and reports.	

Course Objective:

1. To introduce students to the concept and importance of content writing in digital and media platforms.
2. To develop students' skills in writing clear, engaging, and audience-focused content.
3. To enable students to apply different writing techniques for blogs, websites, advertising, and social media content.

Teaching Scheme (Hours per week)				Evaluation Scheme (Marks)				
Lecture	Tutorial	Practical	Credit	Theory		Practical		Total
				University Assessment	Continuous Assessment	University Assessment	Continuous Assessment	
4	-	-	4	50	50	-	-	100

Subject Contents				
Sr. No.	Topic	Total Hours	Weight (%)	
1	Introduction to Content Writing: Concept and scope of content writing; Types of content writing; Audience analysis and purpose of writing; Basics of effective writing	15	25	
2	Digital Content Writing: Blog writing and article writing; Website content writing; Social media content writing; Basics of SEO (Search Engine Optimization)	15	25	
3	Creative and Promotional Writing: Copywriting and advertising content; Writing product descriptions; Script writing for digital platforms; Editing and proofreading techniques	15	25	

4	Professional Content Writing: Technical and business writing; Content planning and strategy; Ethics in content writing; Career opportunities in content writing	15	25
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Course Outcome: After completion of this course, student will be able:

CO1: Understand the concept and importance of content writing in digital communication.
CO2: Develop skills in writing effective content for blogs, websites, and social media platforms.
CO3: Apply creative and promotional writing techniques for advertising and digital media.
CO4: Evaluate and produce professional content while maintaining ethical and communication standards.

List of Reference Books:

1. Handley, Ann – *Everybody Writes*.
2. Halvorson, Kristina & Rach, Melissa – *Content Strategy for the Web*.
3. Bly, Robert W. – *The Copywriter's Handbook*.
4. King, Jonathan & Brooks, Ann – *Writing Copy for Dummies*.
5. Redish, Janice – *Letting Go of the Words*.
6. Barker, Melissa – *Content Marketing for Dummies*.
7. Clark, Roy Peter – *Writing Tools*.
8. Zinsser, William – *On Writing Well*.
9. Strunk, William & White, E.B. – *The Elements of Style*.
10. Scott, David Meerman – *The New Rules of Marketing and PR*.

CO–PO–PSO Mapping Table: History of English Language (HEL)

Expected Mapping with Programme Outcomes

(1 – Weak Correlation, 2 – Medium Correlation, 3 – Strong Correlation)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1 Understand concept of content writing	3	1	2	1	1	-	1	1	1	2	2	2
CO2 Develop writing skills for digital platforms	2	2	3	1	2	-	1	1	1	2	3	2
CO3 Apply creative and promotional writing	2	3	3	1	2	1	1	2	1	3	3	3
CO4 Evaluate and produce professional content	2	2	2	2	2	1	1	2	2	2	2	3

Programme Specific Outcomes (PSO) – B.A. English

PSO1	Develop professional writing and communication skills for creating effective content across digital and media platforms.
PSO2	Apply creative, analytical, and strategic approaches to produce audience-focused and impactful content.

Sl. No.	Name of the Activity	Points	Maximum Points allowed
1	MOOCS (SWAYAM/NPTEL/Spoken Tutorial) (per course)	20	40
2	Tech Fest / Teachers Day / Freshers Welcome		
	(i) Organizer	05	10
	(ii) Participants	03	06
3	Rural Reporting	05	10
4	Tree Plantation (per tree)	01	10
5	Participation in Relief Camps	20	40
6	Participation in Debate/Group Discussion/ Tech quiz	10	20
7	Publication of Wall magazine at Institutional level (magazine/article/internet)	10	20
8	Publication in News paper, Magazine & Blogs	10	20
9	Research Publication (per publication)	15	30

Format for Report Submission

Name :

Department :

Year/Semester :

Title of the Activity :

Date :

Name of the organization :

Report :

Signature
(Coordinator / Competent Authority)

Points earned:

Signature of the Mentor

APPENDIX – B

Bloom's Taxonomy

