

# VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

*1<sup>st</sup> Women's University of Gujarat*



VANITA VISHRAM  
WOMEN'S UNIVERSITY  
SURAT

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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### DEPARTMENT OF ENGLISH

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### BACHELOR OF ARTS (B.A. ENGLISH PROGRAMME)

### SYLLABUS

AS PER NEP-2020

W.E.F 2024-25



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## **1 PREAMBLE – VVWU:**

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

### **VISION**

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

### **MISSION**

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



## **2 SALIENT FEATURES:**

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be Offline)
- Qualified & Competent Faculty Members for effective teaching-learning
- Employment-Generating



### **3 INTRODUCTION OF THE PROGRAM:**

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.



Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

The B.A. English programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.



#### **4 PROGRAMME OBJECTIVES (PO<sub>s</sub>):**

Each Graduate in English should be able to:

- PO 1. Demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India.
- PO 2. Demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- PO 3. Demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- PO 4. Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- PO 5. Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes etc. on different platforms of communication such as the classroom, the media and the internet.
- PO 6. Recognize the scope of English studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- PO 7. Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.



## 5 PROGRAMME SPECIFIC OUTCOMES (PSO<sub>s</sub>):

Each Graduate in English will be able to:

- PSO 1. Demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- PSO 2. Demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- PSO 3. Display an ability to read and understand various literary genres and stylistic variations and write critically.
- PSO 4. Cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- PSO 5. Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- PSO 6. Display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- PSO 7. Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.





## 6 PROGRAM HIGHLIGHTS

<b>Course Level</b>	UG							
<b>Program</b>	Bachelor of Arts							
<b>Duration</b>	3 years (6 semesters)							
<b>Examination Type</b>	Semester system (1-6 semesters)							
<b>Intake</b>	100							
<b>Eligibility</b>	12 <sup>th</sup> Standard Pass							
<b>Mapping between POs and PSOs</b>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							
<b>Job Positions</b>	Teacher, Professor, Language Trainer, Content Writer, Translator, Editor and Proofreader, PR Manager, Soft Skill Trainer, Freelancer, Voice Artist							



## 7 SCHEME OF ASSESSMENT:

Following is the scheme of assessment followed by the University –

<b>Weightage (%)</b>	<b>Continuous Comprehensive Evaluation (CCE) Formative (50%)</b>	<b>Semester End Evaluation (SEE)- Summative (50%)</b>
<b>100%</b>	[Internal Exam] (20%) + [1. Assignments 2. Project Work 3. Field Work 4. Quiz 5. Group discussion 6. Role Play 7. Seminar 8. Class Performance 9. Poster Presentation 10. Viva-Voice 11. Book Review or Article Review 12. Case Studies 13. Class Test 14. Report Writing 15. Any other as per the requirement of the subject] (Any Two) (Thread-01, Thread-02)] (10%+10%) + [Attendance] (10%)	Semester End Evaluation (SEE)- Summative Theory/ Practical Exams Whole Syllabus



## 8 CREDIT STRUCTURE:

Sem	Major (Core)	Minor (Elective)	Multi / Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Indian Knowledge System (IKS)/ Value Add Course (VAC)	RP/ OJT	Total
1	8	4	4	2	2 (SEC)	2 IKS	-	22
2	8	4	4	2	2 (SEC)	2 VAC	-	22
3	12	-	4	2	2 (SEC)	2 IKS	-	22
4	12	4	-	2	2 (SEC)	2 VAC	-	22
5	12	8	-	-	2 (SEC)	-	-	22
6	12	4	-	2	4 (Internship)	-	-	22
<b>Total</b>	<b>64</b>	<b>24</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>132</b>
7	12	4	-	-	-	-	6 (RP)	22
8	12	4	-	-	-	-	6 (RP)	22
<b>Total</b>	<b>24</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12</b>	<b>44</b>
<b>Grand Total</b>	<b>88</b>	<b>32</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>8</b>	<b>12</b>	<b>176</b>

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## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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### DEPARTMENT OF ENGLISH

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### BACHELOR OF ARTS (B.A.) ENGLISH PROGRAMME

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### SEMESTER 3

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### SYLLABUS

AS PER NEP-2020

W.E.F 2024-25



## 9 COURSE STRUCTURE – PAPER TITLES SEMESTER 3:

Proposed Integrated (UG) Course Structure for year – 2024									
Sem	Major (Core)	Minor (Elective)	Multi / Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Indian Knowledge System (IKS)/ Value Add Course (VAC)	RP/ OJT	Total	Sem
	(12)		(4)	(2)	(2)	(2)			
3	Indian English Literature: Pre-Independence Era		Language and Literature	Communication Skills - I	Soft Skills	Social Life Skills			22
	British Literature: 16th and 17th Century								
	American Literature								



**10 TEACHING AND EVALUATION SCHEME FOR BA ENGLISH ACADEMIC YEAR 2024-25:**

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme													Total Credit
					Contact Hours				Theory / (Theory + Practical)					Practical					Total			
									Credit	CA		ESE			Credit	CA		ESE				
					Theory	Practical	Total	Total Credit		Max.	Passing	Max.	Passing	CA+ESE Passing		Max.	Passing	Max.	Passing	CA+ESE Passing		
3	ENM205-2C	Major (Core)	Indian English Literature: Pre-Independence Era	English	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	ENM206-2C	Major (Core)	British Literature: 16th and 17th Century	English	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	ENM207-2C	Major (Core)	American Literature	English	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	MDC203-2C	Multi / Interdisciplinary	Indian Numismatics <b>OR</b> Youth, Gender and Identity <b>OR</b> સાહિત્ય અને સમાજશાસ્ત્ર <b>OR</b> हिंदी काव्य साहित्य	History / Psychology / Hindi / Gujarati	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	AEC203-2C	AEC	Communication Skills - I	English	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
	SEC203-2C	SEC	Soft Skills	English	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
	IKS202-2C	IKS	Social Life Skills	English	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2

**11 SYLLABUS**

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Department of English  
B.A. English Programme  
S.Y.B.A.  
Semester III**

**ENM205-2C: INDIAN ENGLISH LITERATURE: PRE-INDEPENDENCE ERA**

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Major
<b>Purpose of Course</b>	To equip students with the knowledge of Indian English literature in the Pre-Independence Era.
<b>Course Objective</b>	CO 1. To explain the historical perspectives of Indian English Literature. CO 2. To trace the origin of Indian English Literature and explain the development of Indian English Literature before independence. CO 3. To explain the Indianness of Indian English Literature Pre-Independence.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Pre-requisite</b>	Elementary knowledge of English Language
<b>Teaching Methodology</b>	Classroom Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Introduction to Indian English Literature Pre-Independence Era</b> <ul style="list-style-type: none"><li>• Indian English Literature before Independence – A Brief History</li><li>• Major Indian English Writers before Independence and their Contribution to Indian English Literature</li></ul>	30	10
2	<b>Poetry (Any Three)</b> <ul style="list-style-type: none"><li>• “Give Me Strength” by Rabindranath Tagore</li><li>• “The Gardner” by Rabindranath Tagore</li><li>• “Who” by Aurobindo Ghosh</li><li>• “The Inner Fields” by Aurobindo Ghosh</li><li>• “The Palanquin Bearers” by Sarojini Naidu</li><li>• “Bangle-Sellers” by Sarojini Naidu</li></ul>	30	25
3	<b>Novel</b> <ul style="list-style-type: none"><li>• <i>The English Teacher</i> by R. K. Narayan</li></ul>	40	25
<b>Reference</b>			
<ul style="list-style-type: none"><li>• Biswas, Sravani. <i>A Study of R.K. Narayan's Novels: A Celebration of the Carnival</i>. Atlantic Publications, 2001.</li><li>• Datta, Ramendranath, et al. <i>Indian English Poetry: A Critical Casebook</i>. Roman Books, 2018.</li><li>• Mehrotra, Arvind Krishna. <i>A Concise History of Indian Literature in English</i>. Orient Blackswan, 2017.</li><li>• Naik, M.K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 2009.</li><li>• Narayan, R. K. <i>The English Teacher</i>. Indian Thought Publication, 2007.</li><li>• Putatunda, Sarbani, editor. <i>R.K. Narayan: Critical Essays</i>. Prentice Hall India Learning Private Limited, 2012.</li><li>• Rao, Ranga. <i>R.K. Narayan</i>. Sahitya Akademi, 2004.</li><li>• Sharma, Krishna. <i>Indian English Literature</i>. HSRA Publications, 2020.</li><li>• Singh, P.K. <i>The Novels of R.K. Narayan: A Critical Evaluation</i>. Atlantic Publications, 2014.</li><li>• Thieme, John. <i>R.K. Narayan: Contemporary World Writers</i>. Manchester University Press, 2007.</li><li>• Walsh, William. <i>R.K. Narayan</i>. University of Chicago Press, 1982.</li></ul>			



**Course Outcomes:**

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

CO1	Discuss the impact of Gandhi on the pre independence works in Indian English literature.
CO2	Understand the development of Indian English stories and novels before independence.
CO3	Gain some ideas on Indian nationalism against British colonialism.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Indian English Literature Pre-Independence Era			
2	Poetry			
3	Novel			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****ENM206-2C: BRITISH LITERATURE: 16th AND 17th CENTURIES****Credit 4****Contact Hour per week 4****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Major
<b>Purpose of Course</b>	To explore and analyze the literary works produced during this transformative period in English history and allows students to delve into the rich and diverse literary landscape.
<b>Course Objective</b>	CO 1. To introduce the students to the British Literature of the 16th & 17th centuries. CO 2. To View British Literature in its socio-cultural and political contexts. CO 3. To Understand the theme, structure, and style of British Literature of the 16th & 17th centuries
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Pre-requisite</b>	Elementary knowledge of English Literature.
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Introduction to 16th &amp; 17th Century of English Literature</b> <ul style="list-style-type: none"><li>Literary Tendencies</li><li>Socio Political Tendencies</li><li>Major Writers and their works</li></ul>	30	10
2	<b>Poetry (Any Three)</b> <ul style="list-style-type: none"><li>“The Passionate Shepherd to His Love” by Christopher Marlowe</li><li>“Sonnet 116” by William Shakespeare</li><li>“To Celia” by Ben Jonson</li><li>“The Sun Rising” by John Donne</li><li>“To His Coy Mistress” by Andrew Marvell</li><li>“On His Blindness” by John Milton</li></ul>	30	25
3	<b>Drama</b> <ul style="list-style-type: none"><li><i>Doctor Faustus</i> by Christopher Marlowe</li></ul>	40	25

**Reference**

- Banerjee, Biplab. *British Poetry and Drama (16th to 17th Century)*. Indian Books View, 2019.
- Hudson, W.H. *An Outline History of English Literature*. Maple Press, 2012.
- Lal, Ramji. *Dr. Faustus*. Rama Brothers, 1994.
- Mitra, Prof. Dwaipayn. *A Companion to British Poetry (14th to 17th Century)*. Book Valley, 2019.
- Mundhra, S.C. *A Concise History of English Literature: from the Age of Chaucer to the Present Day*. Prakash Book Depot, 2020.
- Nayar, Pramod K. *A Short History of English Literature*. Amity University Press, 2018.
- Trivedi, R.D. *A Compendious History of English Literature*. S. Chand, 2018.

**Course Outcomes:**

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

CO1.	Develop a clear understanding of literary developments that led to Puritanism & Neo-classicism.
CO2.	Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
CO3.	Appreciate and analyze the poems, prose, and plays in the 16th and 17th centuries' socio-political and religious contexts.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to 16th & 17th Century of English Literature			
2	Poetry			
3	Drama			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****ENM207-2C: AMERICAN LITERATURE****Credit 4****Contact Hour per week 4****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Major
<b>Purpose of Course</b>	To allow students to explore the diverse voices, perspectives, and themes that have shaped American culture and society.
<b>Course Objective</b>	CO 1. To trace the development of American consciousness, attitudes, and ideals through selected literary and historical texts. CO 2. To recognize in literary and historical texts, the major themes that continue to challenge America. CO 3. To understand how major works of art reflect the cultures of America at various points in its history.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Pre-requisite</b>	Elementary knowledge of Literature
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Introduction to American Literature</b> <ul style="list-style-type: none"><li>• A Brief History of American Literature</li><li>• Major events influencing American Literature</li></ul>	30	10
2	<b>Poetry (Any Three)</b> <ul style="list-style-type: none"><li>• “Because I Could Not Stop for Death” by Emily Dickinson</li><li>• “Diving into the Wreck” by Adrienne Rich</li><li>• “Mending Wall” by Robert Frost</li><li>• “O Captain! My Captain” by Walt Whitman</li><li>• “I Too Sing, America” by Langston Huges</li><li>• “Caged Bird” by Maya Angelou</li></ul>	30	25
3	<b>Novel</b> <ul style="list-style-type: none"><li>• <i>The Old Man and the Sea</i> by Ernest Hemingway</li></ul>	40	25

**Reference**

- Datta, Nandana, and Pramod K. Nayar, series editor. *American Literature (Literary Contexts)*. Orient Blackswan, 2016.
- Halleck, Reuben Post. *History of American Literature*. Notion Press, 2019.
- Maitra, Chaitali. *Studies in American Poetry*. Books Way, 2014.
- Paul, Somnath. *The Old Man and the Sea: Modernist and Postmodernist Readings*. Indian Books View, 2012.
- Rao, P.G. *Ernest Hemingway’s The Old Man and the Sea*. Atlantic Publications, 2021.
- Sen, Krishna, and Ashok Sengupta. *A Short History of American Literature*. Orient Blackswan, 2017.
- Sen, S. *The Old Man and the Sea*. Unique Publications, 2020.
- SparkNotes Literature Guide. *The Old Man and the Sea*. Spark Notes, 2014.
- Untermeyer, Louis. *Modern American Poetry: An Introduction*. Sagwan Press, 2015.

**Course Outcomes:**

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

CO1.	Develop the ability to pursue research in the field of American Literature.
CO2.	Appreciate classical literary texts and works of art of American Literature.
CO3.	Engage with classical literary traditions of American Literature.



**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to American Literature			
2	Poetry			
3	Novel			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**B.A. English Programme**

**S.Y.B.A.**

**Semester III**

**MDC203-2C: LANGUAGE AND LITERATURE  
(MULTIDISCIPLINARY For Other Departments)**

**Credit 4**

**Contact Hour per week 4**

**Outline of the Course**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Multidisciplinary
<b>Purpose of Course</b>	The course aims to introduce undergraduate students to the art of writing and understand language through literature.
<b>Course Objective</b>	CO 1. To strengthen the language structure by closely examining the language used in literature. CO 2. To inspire students' creativity by encouraging them to indulge in varied writing exercises. CO 3. To develop clear and concise Dialogue, CV and Email writing skills.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays, etc.)
<b>Last Review / Revision</b>	April 2024
<b>Prerequisite</b>	Elementary knowledge of English Language and Literature
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative





**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Prose</b> <ul style="list-style-type: none"> <li>• <i>The Secret of Work</i> by Swami Vivekanand</li> <li>• <i>On Saying Please</i> by A G Gardiner</li> <li>• <i>The Night Train at Deoli</i> by Ruskin Bond</li> <li>• <i>Go Kiss the World</i> by Subroto Bagchi</li> </ul>	40	25
2	<b>Poetry</b> <ul style="list-style-type: none"> <li>• “Sonnet 116” by William Shakespeare</li> <li>• “The School Boy” by William Blake</li> <li>• “The Education of Nature” by William Wordsworth</li> <li>• “All Things Will Die” by Alfred Tennyson</li> </ul>	30	25
3	<b>Functional Writing</b> <ul style="list-style-type: none"> <li>• Dialogue Writing</li> <li>• CV Writing</li> <li>• Email Writing</li> </ul>	30	10

**Reference**

- Arvind Krishna Mehrotra, *A Concise History of Indian Literature in English*, Orient Blackswan, 2017.
- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2009.
- R.D. Trivedi, *A Compendious History of English Literature*, S. Chand, 2018.
- *The Spectrum*. Macmillan, 2021.
- W.H. Hudson, *An Outline History of English Literature*, Maple Press, 2012.

**Course Outcomes:**

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

CO1	Pursue literature and excel in language skills, thereby increasing the competence in the use of English language.
CO2	Comprehend the variety and vitality of life.
CO3	Apply their functional writing skills in practical scenarios, such as writing for professional settings.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Prose			
2	Poetry			
3	Functional Writing			



**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****MDC203-2C: YOUTH, GENDER AND IDENTITY****(MULTIDISCIPLINARY For English Department offered by Psychology Department)**

Credit 4

Contact Hour per week 4

**Outline of the Course:**

<b>Course type</b>	Theory
<b>Purpose of Course</b>	This course aims to provide students with a comprehensive understanding of youth, gender, and identity, particularly within the context of Indian society and globalization. By exploring key concepts such as youth development, gender identity, and identity formation, students will gain insight into the complexities of transitioning to adulthood and navigating societal expectations. Through an examination of peer, and workplace relationships, as well as youth culture and gender issues, students will critically analyze the impact of globalization on identity formation and gender roles.
<b>Course Objective</b>	<p>CO 1. To introduce students to fundamental concepts of youth, gender, and identity, including developmental changes, gender roles, and identity formation.</p> <p>CO 2. To explore the intersection of youth, gender, and identity within the Indian context, examining familial, peer, and workplace dynamics.</p> <p>CO 3. To analyze the influence of globalization on youth culture, gender identity, and societal norms, and its implications for identity formation and gender roles.</p> <p>CO 4. To address critical issues related to youth, gender, and identity, such as violence, work-life balance, women empowerment, and the promotion of non-gender stereotype attitudes, fostering critical thinking and social awareness.</p>
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review /Revision</b>	April 2024
<b>Prerequisite</b>	Elementary knowledge of Psychology
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

<b>Units</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
<b>1</b>	<b>Introduction</b> Concepts of Youth: Transition to Adulthood, Developmental changes in youth Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes Concepts of Identity Youth in the Indian context	25 %	15 Hours
<b>2</b>	<b>Youth and Identity</b> Family: Parent-youth conflict, sibling relationships, intergenerational gap Peer group identity: Friendships and Romantic relationships Workplace identity and relationships Youth culture: Influence of globalization on Youth identity and Identity crisis	25 %	15 Hours
<b>3</b>	<b>Gender and Identity</b> Gender discrimination Gender differences in workplace Concept of Sexuality and Issues of Sexuality in Youth Culture and Gender: Influence of globalization on Gender identity	25 %	15 Hours
<b>4</b>	<b>Issues related to Youth, Gender and Identity</b> Youth, Gender and violence Enhancing work-life balance Changing roles and women empowerment Encouraging non-gender stereotypes attitudes in youth	25 %	15 Hours



REFERENCE
<p><b>Core references:</b> Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.</p> <p><b>Reference books:</b> Baron, R.A., Byrne, D. &amp; Bhardwaj.G (2010). Social Psychology (12th Ed). New Delhi: Pearson.</p>

**Course Outcomes:**

Upon successful completion of the course, students will be able to (keep number of COs according to units)

CO 1	Students will demonstrate an understanding of the complexities of youth development, gender identity, and identity formation, enabling them to critically analyze societal norms and expectations.
CO 2	Students will be able to evaluate peer, and workplace relationships within the context of youth, gender, and identity, identifying challenges and opportunities for growth and empowerment.
CO 3	Students will gain insight into the impact of globalization on youth culture, gender identity, and societal norms, enhancing their awareness of global influences on identity formation and gender roles.
CO 4	Students will develop strategies for addressing critical issues related to youth, gender, and identity, such as violence, work-life balance, women empowerment, and the promotion of non-gender stereotype attitudes, fostering empathy, and social responsibility.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction				
2	Youth and Identity				
3	Gender and Identity				
4	Issues related to Youth, Gender and Identity				

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****MDC203-2C: INDIAN NUMISMATICS****(MULTIDISCIPLINARY For English Department offered by History Department)****Credit 4****Contact Hour per week 4****Outline of the Course**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-level
<b>Course Category</b>	Multidisciplinary
<b>Purpose of Course</b>	This course proposes to will provide individuals the opportunity to obtain a “Numismatic Scholar” certificate from the Centre for History and Archaeology.
<b>Course Objective</b>	CO 1. Students will encounter an exciting and rewarding journey into the world of numismatics, thereby acquiring the basic knowledge and skills necessary to a fundamental understanding of the hobby. CO 2. To highlight the importance of Coins not only in corroborating Indian History but also in modifying it. CO 3. To elucidate the information derived from coins across various streams of History i.e., Polity, Economy, Religion, Culture, Technology, Trade & Commerce CO 4. To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	August 2024
<b>Teaching Methodology</b>	Class Room Teaching, Discussion, Assignment, Group Discussions, Project Work, Role Play, Class Presentations, Quiz etc.
<b>Evaluation Method</b>	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)
<b>Course type</b>	Theory



**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Definition of Numismatics</b> a) Importance of Coins in an Indian context. b) The History of Money. Various fields dependent on Numismatics; viz. Epigraphy, Symbology, Socio-Economic and Religious Study c) Key Numismatic terms and terminology such as Obverse, Reverse, Rim, Countermark, Overstrike, Banker Marks etc.	25	10
2	<b>Ancient Indian Numismatics</b> a) Coinage of the respective Mahajanapadas b) Coinage of the Mauryan & Indo greek, Kushan c) Gupta Coinage	25	10
3	<b>Medieval Indian Numismatics</b> a) Sultanat Coinage b) Suri & Mughal Coinage	25	10
4	<b>Modern Indian Numismatics</b> a) Coinage of the British Rule b) Indian Princely State coinage	25	10
<b>Reference</b>			
<ul style="list-style-type: none"> <li>• Coins By P.L. Gupta, National Book Trust, India</li> <li>• Age of The Nanda and Mauryas, K.A. Nilkanth Shastri</li> <li>• The Coinage of Gupta Empire, A.S. Altekar</li> </ul>			

**Course Outcomes:**

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

CO1	To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians.
CO2	To introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study.
CO3	Offers students the chance to acquire a well-rounded education in numismatics.
CO4	Provides an educational service which further promotes the future of the hobby..

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Definition of Numismatics				
2	Ancient Indian Numismatics				
3	Medieval Indian Numismatics				
4	Modern Indian Numismatics				



**Course Articulation Matrix:**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>						
<b>CO2</b>						
<b>CO3</b>						
<b>CO4</b>						





**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**B.A. English Programme**

**S.Y.B.A.**

**Semester III**

**MDC203-2C: સાહિત્ય અને સમાજશાસ્ત્ર**

**(MULTIDISCIPLINARY For English Department offered by Gujarati Department)**

**Credit 4**

**Contact Hour per week 4**

હેતુ- વિદ્યાર્થીઓ સાહિત્ય અને સમાજશાસ્ત્ર વચ્ચેનો પરિચય મેળવે.

-વિદ્યાર્થીઓ સાહિત્ય અને સમાજશાસ્ત્ર વચ્ચેનાં સંબંધની સમજ મેળવે.

-વિદ્યાર્થીઓ સાહિત્ય અને સમાજશાસ્ત્રનાં અભ્યાસ દ્વારા સામાજિક દાયિત્વનો ખ્યાલ મેળવે.

એકમ -૧ સાહિત્ય અને સમાજશાસ્ત્ર વચ્ચેનો સંબંધ

એકમ -૨ પન્નાલાલ પટેલનું જીવન -કવન

એકમ -૩ મળેલા જીવ નવલકથા

એકમ -૪ પૂર્વાપર સંબંધ

સંદર્ભસૂચિ:

૧. પન્નાલાલ પટેલ વ્યક્તિત્વ અને વામચ -બાબુ દાવલપુરા પ્રાશ્ન પ્રકાશન

૨. 'મળેલા જીવ' પન્નાલાલ પટેલ

૩. સાહિત્ય અને સમાજ -વિદ્યુત જોશી

૪. કલાનું સમાજશાસ્ત્ર-સંપાદક -અક્ષરકુમાર દેસાઈ અને નીરા દેસાઈ

૫. પન્નાલાલ પટેલ -ગુજરાતી સાહિત્ય પરિષદ

૬. ગુજરાતી સાહિત્ય કોશ -પન્નાલાલ પટેલ



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**B.A. English Programme**

**S.Y.B.A.**

**Semester III**

**MDC203-2C: हिंदी काव्य साहित्य**

**(MULTIDISCIPLINARY For English Department offered by Hindi Department)**

**Credit 4**

**Contact Hour per week 4**

हेतु - छात्र काव्य विधा तथा हिंदी के प्रतिनिधि कवियों से परिचित होंगे

सामाजिक समस्याओं एवम् सामाजिक परिवर्तन की दिशा से परिचित होंगे

भाषा आकलन क्षमता एवम् शब्दों के सही प्रयोग की क्षमता विकसित होगी।

पाठ्यपुस्तक - आधुनिक कविता: काव्य मंजूषा - डॉ. सत्यप्रकाश मिश्र, (लोकभारती प्रकाशन, इलाहाबाद)

अध्ययन के लिए निर्धारित क्षेत्र:

इकाई - 1 कविताओं का अध्ययन एवम् कवियों का परिचय :

प्रथम रश्मि, याचना - सुमित्रानंदन पंत

लज्जा और नारी, गीत - जयशंकर प्रसाद

तुम और मैं, वह तोड़ती पत्थर - सूर्यकान्त त्रिपाठी निराला

इकाई - 2 कविताओं का अध्ययन एवम् कवियों का परिचय :

मधुर - मधुर मेरे दीपक जल, क्या पूजन क्या अर्चन रे - महादेवी वर्मा

वरदान मांगूंगा नहीं - शिवमंगलसिंह सुमन

इकाई - 3 कविताओं का अध्ययन एवम् कवियों का परिचय :

जन जन का चेहरा एक - गजानन माधव मुक्ति बोध

सवरे उठा तो धुप खिली थी, कितनी नावों में कितनी बार - अज्ञेय

इकाई - 4 कविताओं का अध्ययन एवम् कवियों का परिचय :

बसन्ती हवा - केदारनाथ अग्रवाल,

कालिदास - नागार्जुन,

अकाल - रघुवीर सहाय।

संदर्भ पुस्तकें -

1. नई कविता का सौंदर्य बोध - रेणु दीक्षित
2. समकालीन हिंदी कविता - विश्वनाथ प्रसाद मिश्र
3. छायावाद - डॉ. नामवरसिंह
4. जयशंकर प्रसाद - आ. नंददुलारे वाजपेयी
5. सुमित्रानंदन पंत - आनन्द प्रसाद दीक्षित
6. अज्ञेय का काव्य एक पुनर्मूल्यांकन - शम्भुनाथ चतुर्वेदी

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****AEC203-2C: COMMUNICATION SKILLS – I (AEC)****Credit 2****Contact Hour per week 2****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Ability Enhancement Course
<b>Purpose of Course</b>	To enhance students' understanding and proficiency in various aspects of communication skills as a subject.
<b>Course Objective</b>	CO 1. To make students aware of fundamentals of communication skills CO 2. To develop proficiency in communication skills CO 3. To cultivate reflective communication practices
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Pre-requisite</b>	Elementary knowledge of English Language
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Introduction to Communication</b> <ul style="list-style-type: none"><li>• Meaning and Characteristics of Communication</li><li>• Types of Communication</li><li>• Modes of Communication</li><li>• 7 Cs of Communication</li></ul>	30	10
2	<b>Listening Skills</b> <ul style="list-style-type: none"><li>• Note-taking</li><li>• Minutes of Meeting</li></ul>	30	10
3	<b>Reading Skills</b> <ul style="list-style-type: none"><li>• Summarizing</li><li>• Paraphrasing</li><li>• Book/Film Review</li></ul>	40	10

**Reference**

- Adler, Mortimer J., and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. Simon and Schuster, 2014.
- Adler, Ronald B., and Jeanne Marquardt Elmhorst. *Communicating at Work: Principles and Practices for Business and the Professions*. 12th ed., McGraw-Hill Education, 2020.
- Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy. *Communication: Principles for a Lifetime*. 7th ed., Pearson, 2019.
- Duke, Nell K., and P. David Pearson. "Effective Practices for Developing Reading Comprehension." *What Research Has to Say about Reading Instruction*, 3rd ed., International Reading Association, 2002.
- Gudykunst, William B., and Stella Ting-Toomey. *Culture and Interpersonal Communication*. 7th ed., Sage Publications, 2019.
- Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers, 2017.
- McCornack, Steven. *Reflect & Relate: An Introduction to Interpersonal Communication*. 5th ed., Bedford/St. Martin's, 2019.
- West, Richard, and Lynn H. Turner. *Introducing Communication Theory: Analysis and Application*. 7th ed., McGraw-Hill Education, 2020.
- Wood, Julia T. *Interpersonal Communication: Everyday Encounters*. 9th ed., Cengage Learning, 2020.

**Course Outcomes:**

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

CO1	Demonstrate improved proficiency in communication by articulating ideas clearly, concisely, and confidently in various contexts.
CO2	Develop active listening and reading skills.
CO3	Exhibit enhanced skills in summarizing, paraphrasing, note taking in a comprehensive manner.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Communication			
2	Listening Skills			
3	Reading Skills			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme  
S.Y.B.A.  
Semester III  
SEC203-2C: SOFT SKILLS (SEC)****Credit 2****Contact Hour per week 2****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Skill Enhancement Course
<b>Purpose of Course</b>	To equip students with essential soft skills and their practical applications for success in the modern workplace.
<b>Course Objective</b>	CO 1. To make students understand that soft skills are emerging as a key differentiator today. CO 2. To make students understand how soft skills complement hard skills. CO 3. To teach students as to how soft skills are essential for career growth.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Prerequisite</b>	Elementary knowledge of English Language
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative



**Course Content:**

<b>Unit No.</b>	<b>Particulars</b>	<b>% Weightage of Unit</b>	<b>Minimum Nos. of Hours</b>
1	<b>Introduction to Soft Skills</b> <ul style="list-style-type: none"> <li>• Definition of soft skills</li> <li>• Significance of soft skills in 21st century</li> <li>• Soft skills at your workplace</li> </ul>	30	10
2	<b>Soft Skills I</b> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• Group Discussion</li> <li>• Goal Setting</li> </ul>	30	10
3	<b>Soft Skills II</b> <ul style="list-style-type: none"> <li>• SWOC/SWOT Analysis</li> <li>• Emotional Intelligence</li> <li>• Leadership</li> </ul>	40	10
<b>Reference</b>			
<ul style="list-style-type: none"> <li>• Barker, Alan. <i>Improving Time Management: Skills and Techniques</i>. Kogan Page, 2016.</li> <li>• Dhanvel, S.P. <i>English and Soft Skills</i>. Orient Blackswan, 2010.</li> <li>• Goleman, Daniel. <i>Emotional Intelligence: Why It Can Matter More Than IQ</i>. Bantam Books, 2005.</li> <li>• Hill, Charles W. L., and Gareth R. Jones. <i>Strategic Management Theory: An Integrated Approach</i>. Cengage Learning, 2016.</li> <li>• "Importance of Soft Skills in the Workplace." UC Online, University of Cincinnati, 2021, <a href="http://online.uc.edu/business/importance-of-soft-skills-in-the-workplace">online.uc.edu/business/importance-of-soft-skills-in-the-workplace</a>.</li> <li>• Kouzes, James M., and Barry Z. Posner. <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i>. Jossey-Bass, 2017.</li> <li>• Mitra, Barun K. <i>Personality Development and Soft Skills</i>. Oxford University Press, 2011.</li> <li>• Pillai, Sabina, and Agna Fernandez. <i>Soft Skills &amp; Employability Skills</i>. Cambridge University Press, 2018.</li> <li>• "Soft Skills: What They Are and Why You Need Them." Indeed Career Guide, Indeed, 29 June 2021, <a href="http://www.indeed.com/career-advice/career-development/what-are-soft-skills">www.indeed.com/career-advice/career-development/what-are-soft-skills</a>.</li> <li>• Schwartz, Jathan. "Soft Skills for the Workplace: What Are They?" Indeed Career Guide, Indeed, 29 June 2021, <a href="http://www.indeed.com/career-advice/career-development/what-are-soft-skills">www.indeed.com/career-advice/career-development/what-are-soft-skills</a>.</li> <li>• "Why Soft Skills Matter in the Workplace." LinkedIn Learning, LinkedIn, 2021, <a href="http://learning.linkedin.com/blog/engaging-your-workforce/why-soft-skills-matter-in-the-workplace">learning.linkedin.com/blog/engaging-your-workforce/why-soft-skills-matter-in-the-workplace</a></li> </ul>			

**Course Outcomes:**

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

CO 1	Understand what soft skills are, how they can be cultivated, and why they are important for career development and professional success.
CO 2	Understand the inter-relationship and complementarity of soft skills and hard skills.
CO 3	Development of soft skills proficiency.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Soft Skills	■	■	
2	Soft Skills I			■
3	Soft Skills II	■		■

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	■	■		■	■	■	
CO2	■			■	■	■	■
CO3	■			■	■	■	■



**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****B.A. English Programme****S.Y.B.A.****Semester III****IKS202-2C: SOCIAL LIFE SKILLS (IKS)****Credit 2****Contact Hour per week 2****Outline of the Course:**

<b>Course type</b>	Theory
<b>Level of the Course</b>	200-299 Intermediate-Level
<b>Course Category</b>	Indian Knowledge System
<b>Purpose of Course</b>	To empower individuals to lead fulfilling, meaningful, and successful lives by equipping them with the tools and capabilities needed to thrive in a complex and dynamic world.
<b>Course Objective</b>	CO 1. To develop effective communication skills for personal and professional interactions. CO 2. To enhance emotional intelligence and empathy in interpersonal relationships. CO 3. To improve time management and organizational skills and develop critical thinking and decision-making abilities.
<b>Minimum weeks per Semester</b>	15 (Including Class work, examination, preparation, holidays etc.)
<b>Last Review / Revision</b>	April 2024
<b>Prerequisite</b>	Elementary knowledge of English Language
<b>Teaching Methodology</b>	Class Room Teaching, Discussion and Assignment
<b>Evaluation Method</b>	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<b>Introduction to Life Skills</b> <ul style="list-style-type: none"><li>• Importance of life skills in daily life</li></ul>	30	10
2	<b>Essential Life Skills-I (Based on the stories of Jataka Katha)</b> <ul style="list-style-type: none"><li>• Self-awareness and Self-reflection</li><li>• Team Work</li><li>• Goal Setting</li></ul>	30	10
3	<b>Essential Life Skills-II (Based on the stories of Mahabharata)</b> <ul style="list-style-type: none"><li>• Stress Management</li><li>• Critical Thinking</li><li>• Assertive Skills</li></ul>	40	10

**Reference**

- Babbitt, Ellen C. *Jataka Tales*. New York: Altemus, 1912.
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**Course Outcomes:**

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

CO 1	Demonstrate effective communication skills in various social and professional contexts.
CO 2	Make informed decisions based on problem-solving skills, resolve conflicts and negotiate effectively in different situations.
CO 3	Utilize time management techniques to prioritise tasks and meet deadlines.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Life Skills			
2	Essential Life Skills-I			
3	Essential Life Skills-II			

**Course Articulation Matrix:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



## **12. TEACHING METHODOLOGY:**

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

### **12.1 LECTURES**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

### **12.2 DISCUSSIONS**

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

### **12.3 CASE STUDIES**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.



## **12.4 ROLE-PLAYING**

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

## **12.5 TEAM WORK**

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

## **12.6. STUDY TOURS**

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.



### 13 KEYWORDS:

1. Bachelor of Arts (B.A.) English Programme
2. Poetry - (Ode, Elegy, Sonnet)
3. Prose - (Essays, Short Stories)
4. British Drama
5. Communicative English
6. Content Writing
7. Environmental Studies
8. Poetry - (Epic, Dramatic Monologue)
9. Prose - (Novel)
10. Indian Drama
11. Communication Skills
12. Language through Literature
13. Yoga
14. British Literature: 16th and 17th Centuries
15. American Literature
16. Indian Literature - Pre-independent Era
17. Children's Literature
18. Dalit Literature
19. Academic Writing
20. Soft Skills & Personality Development
21. British Literature: 18th & 19th Centuries
22. Indian Literature - Post-independent Era
23. Partition Literature
24. Holocaust Literature
25. Corporate Grooming & Etiquette
26. The Idea of Bharat
27. British Literature: 20th Century to Present Day
28. Literary Criticism
29. Translation
30. English Language Teaching
31. Literature & Anthropology
32. Literature & Cinema
33. Contemporary Literature in English
34. Literary Theory
35. Regional Literature in English (Hindi)
36. Regional Literature in English (Gujarati)
37. Employability Skills
38. Language & Technology