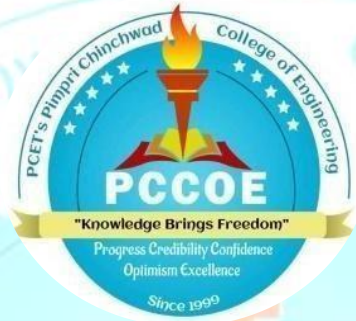


Pimpri Chinchwad Education Trust's

PIMPRI CHINCHWAD COLLEGE OF ENGINEERING

SECTOR NO. 26, PRADHIKARAN, NIGDI, PUNE 411044

(An Autonomous Institute Approved by AICTE and Affiliated to SPPU, Pune)



Curriculum Structure and Syllabus of

Multi-Disciplinary Minor in

English Literature (Academic Regulations 2023)



Effective from Academic Year 2024-25

Institute Vision

To be one of the top 100 Engineering Institutes of India in coming five years by offering exemplarily Ethical, Sustainable and Value Added Quality Education through a matching ecosystem for building successful careers.

Institute Mission

1. Serving the needs of the society at large through establishment of a state-of-art Engineering Institute.
2. Imparting right Attitude, Skills, Knowledge for self-sustenance through Quality Education.
3. Creating globally competent and Sensible engineers, researchers and entrepreneurs with an ability to think and act independently in demanding situations.

EOMS Policy

“We at PCCOE are committed to offer exemplarily Ethical, Sustainable and Value Added Quality Education to satisfy the applicable requirements, needs and expectations of the Students and Stakeholders.

We shall strive for technical development of students by creating globally competent and sensible engineers, researchers and entrepreneurs through Quality Education.

We are committed for Institute’s social responsibilities and managing Intellectual property.

We shall achieve this by establishing and strengthening state-of-the-art Engineering Institute through continual improvement in effective implementation of Educational Organizations Management Systems(EOMS).”

Course Approval Summary

Board of Studies – Applied Sciences and Humanities

Sr. No.	Name of the Regulations	Regulations Code	Page Number	Signature and stamp of BoS Chairman
1	Introduction to English Literature (IEL)	BSH23MD01	9	
2	Science Fiction and Technology in Literature (SFTL)	BSH24MD02	11	
3	Contemporary Literature and Society (CTS)	BSH25MD03	13	
4	Contemporary Literature and Society Lab	BSH25MD04	15	
5	Literary Classics (LS)	BSH26MD05	17	
6	Exploring Literature Independently (ELI)	BSH27MD06	19	

"Knowledge Brings Freedom"

Progress Credibility Confidence

Optimism Excellence

Since 1999

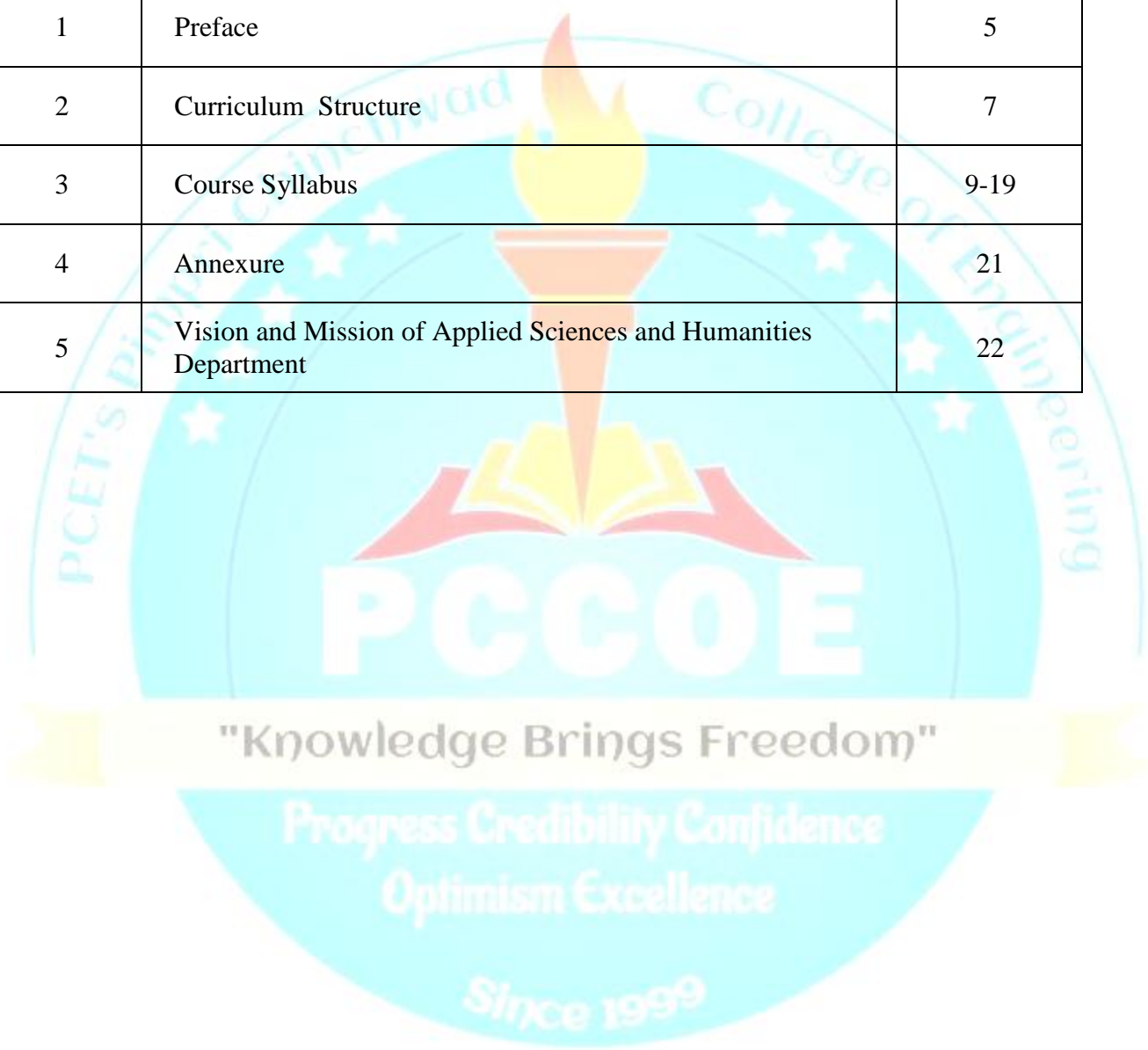
Approved by Academic Council:

Chairman, Academic Council

Pimpri Chinchwad College of Engineering

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5	Vision and Mission of Applied Sciences and Humanities Department	22



Preface

Welcome to the exciting, multidisciplinary world of the Minor in English Literature, a program that aims to enhance students' academic experiences in a variety of subject areas. This introduction explains the MDM's goals, expected results, department that offers it, and how students with different academic backgrounds can use it.

The Multi-Disciplinary Minor in English Literature is offered by the Department of Applied Sciences & Humanities, recognizing the importance of integrating the study of literature with diverse academic disciplines. The Department is committed to provide a supportive and intellectually stimulating environment where students can explore the intersections of literature, culture, and society.

Upon completion of the MDM in English Literature, students will

- Demonstrate a nuanced understanding of major literary movements, themes, and theories
- Engage in critical analysis and interpretation of literary texts through written and oral communication
- Explore connections between literature and other disciplines, fostering interdisciplinary perspectives
- Cultivate empathy, creativity, and cultural awareness through the exploration of diverse narratives and perspectives

The MDM in English Literature is applicable to students from a wide range of academic departments, including but not limited to:

- Mechanical Engineering
- Civil Engineering
- Electronics and Telecommunication Engineering
- Computer Engineering
- Computer Engineering (Regional)
- Computer Engineering (AIML)
- Information Technology

The main goal of the English literature Multi-Disciplinary Minor (MDM) is to give students a thorough grasp of literary works from a variety of genres, eras, and cultures. Students will gain analytical skills, cultural literacy, and critical thinking abilities through literary study, which will increase their potential for interdisciplinary interaction and lifetime learning.



Curriculum Structure
MDM in
English Literature

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CURRICULUM STRUCTURE

MDM in English Literature (Academic Regulations 2023)
(With effect from Academic Year 2024-25)

Course Code	Course Name	Credit Scheme				Teaching Scheme (Hours/Week)			Evaluation Scheme and Marks						
		L	P	T	Total	L	P	T	FA		SA	TW	PR	OR	Total
									FA 1	FA 2					
Semester III															
BSH23 MD01	Introduction to English Literature (IWL)	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester IV															
BSH24 MD02	Science Fiction and Technology in Literature (SFTL)	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester V															
BSH25 MD03	Contemporary Literature and Society (CTS)	3	-	-	3	3	-	-	20	20	60	-	-	-	100
BSH25 MD04	Contemporary Literature and Society - Lab	-	1	-	1	-	2	-	-	-	-	50	-	-	50
Semester VI															
BSH26 MD05	Literary Classics (LS)	2	-	-	2	2	-	-	10	10	30	-	-	-	50
Semester VII															
BSH27 MD06	Exploring Literature Independently (ELI)	-	4	-	4	-	8	-	-	-	-	100	-	50	150
Total		9	5	-	14	9	10	-	50	50	150	200	-	50	450

L-Lecture, P-Practical, T-Tutorial, FA-Formative Assessment, SA- Summative Assessment, TW-Term Work, OR-Oral, PR-Practical



Course Syllabus

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MDM :	English Literature				Semester : III			
Course :	Introduction to English Literature				Code: BSH23MD01			
Credits	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50
Prior Knowledge: Knowledge of English Language is essential.								
<p>Course Objectives: This course aims at enabling students,</p> <ol style="list-style-type: none"> To foster literary appreciation by exposing students to a wide range of literary genres, styles, and voices To encourage understanding of leadership qualities through analyses of literary text as a reflection of society To understand impact of verbal and non verbal communication through the character analyses To develop understanding of interpersonal skills through the help of literature along with aesthetic pleasure. 								
<p>Course Outcomes: After learning the course, the students will be able to:</p> <ol style="list-style-type: none"> Understand the relationship between literature and society, literature and technology through different genres of literature (BL2) Infer implications of good and bad leadership qualities through analyses of literary text as a reflection of society (BL2) Comprehend the impact of verbal and non verbal communication through the character analyses (BL2) Develop interpersonal skills through the reading of literature for aesthetic pleasure.(BL3) 								
Detailed Syllabus:								
Unit	Description							Duration
I	<p>Introduction to World Literature:</p> <ul style="list-style-type: none"> Introduction to different literary genre Overview of the relationship between literature and Society, literature and individual development 							06
II	<p>Understanding Leadership through Literature:</p> <ul style="list-style-type: none"> “Julius Caesar” by William Shakespeare (Play) :Inspiring Leadership-Strategic Thinking-Diplomacy and Negotiation-Communication and Persuasion 							08

III	<p>Understanding dynamics of Communication through literature</p> <ul style="list-style-type: none"> • “Pride and Prejudice” by Jane Austen (Novel) :Social Interaction-Conflict Resolution- Personal Agency-Social Influence-Self-Reflection and Growth • “The Ransom of Red Chief” by O. Henry (Short Story) : Power Dynamics-Problem-Solving-Adaptability and Flexibility-Risk Assessment-Unpredictability of Human Behaviour 	08
IV	<p>Develop Critical Thinking through Literature</p> <ul style="list-style-type: none"> • “Death of a Salesman” by Arthur Miller (Play) : The American Dream-Failure and Disillusionment-Familial Relationships-Identity and Self-Realization-The Nature of Success-Reality vs. Illusion-Capitalism and Consumerism • “The Road Not Taken” by Robert Frost (Poetry) : Choices and Decision-Making- Individuality and Autonomy-Regret and Reflection-Ambiguity and Interpretation- Journey and Exploration • “If”— by Rudyard Kipling (Poetry) : Resilience and Perseverance-Integrity and Moral Courage-Self-Reliance and Self-Confidence-Humility and Modesty-Empathy and Compassion 	08
	Total	30
<p>Text Books:</p> <ul style="list-style-type: none"> • Shakespeare, William. Shakespeare's King Henry V . ed by Kellogg, Brainerd New York, Clark & Maynard, 1883. • Conrad, Joseph. Heart of Darkness. Edited by Robert Hampson and Owen Knowles, Penguin Classics, 2007. • Austen, Jane. Pride and Prejudice. Edited by Vivien Jones, Penguin Classics, 2003 • Henry, O. The ransom of Red Chief, and other O. Henry stories for boys . comp by Mathiews, Franklin K Garden City, New York, Doubleday, Page & company, 1918. • Miller, Arthur, 1915-2005. Death of a Salesman. New York :Penguin Books, 1996. • Frost, Robert. “The Road Not Taken.” An Introduction to American Poetry, edited by Lisa Swank, Viking Press, 2015 		
<p>Reference Books</p> <ul style="list-style-type: none"> • Damrosch, David. How to Read World Literature. Malden, MA: Wiley-Blackwell, 2009. • D’haen, Theo. The Routledge Concise History of World Literature. London: Routledge, 2012. • Gupta, Suman. Globalization and Literature. Cambridge, UK: Polity Press, 2009. • Beaman, Sally, The Royal Shakespeare Company: A History of Ten Decades (Oxford: Oxford University Press, 1982 		

MDM :	English Literature				Semester: IV			
Course:	Science Fiction & Technology in Literature				Code: BSH24MD02			
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50
Prior Knowledge: Knowledge of English Language is essential.								
<p>Course Objectives: This course aims at enabling students,</p> <ol style="list-style-type: none"> 1. To get introduced to the genre of science fiction and its historical context, including its emergence during the Industrial Revolution. 2. To explore the relationship between technological advancements and societal changes, considering both Utopian and Dystopian perspectives. 3. To determine ethical dilemmas posed by emerging technologies, such as genetic engineering and AI through science fiction literature. 4. To understand contemporary trends in science fiction literature and theory, including the exploration of cyborgs. 								
<p>Course Outcomes: After learning the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the intersection of science fiction literature and technology with technological advancements through literary elements. (BL2) 2. Compare the concepts of Utopia and Dystopia through selected play and novel. (BL2) 3. Identify the various ethical dilemmas posed by emerging technology through selected short stories and poems. (BL3) 4. Analyze various contemporary trends in science fiction literature. (BL4) 								
Detailed Syllabus:								
Units	Description							Duration (Hrs)
I	<p>Early Science Fiction Literature & Industrialization:</p> <ul style="list-style-type: none"> • Characteristics and Types of Science Fiction • “Science Fiction” - Essay by Raymond Williams: Introduction to Science Fiction • “Frankenstein” by Mary Shelley : Historical Overview of Science Fiction and its Relationship with Technological Advancements: Reading & Analysis 							7
II	<p>Utopia & Dystopia:</p> <ul style="list-style-type: none"> • “Brave New World” by Aldous Huxley : Understanding the meaning of the terms Utopia & Dystopia, Reading • “Harvest” by Manjula Padmanabhan : An Analysis of the Impact of Technological Advancement on Society & Individuals 							8

III	<p>The Blurred Boundaries Between Science & Reality:</p> <ul style="list-style-type: none"> • “I, Robot” by Issac Asimov (Chapter II and III - Runaround & Reason): Ethical Dilemmas posed by Technologies such as Cloning, Genetic Engineering & Artificial Intelligence, • Poem - “Letter to Genetically Engineered Super Humans” by Fred Dings, • Poem - “A Portrait of the Artist” by Vandana Singh 	7
IV	<p>Contemporary Trends:</p> <p>Contemporary trends in science fiction literature like techno thriller and emulating human characteristics in machines</p> <ul style="list-style-type: none"> • “The Calcutta Chromosome” by Amitav Ghosh • “Alan Turing: The Engima” by Andrew Hodges 	8
Total		30
<p>Text Books:</p> <ul style="list-style-type: none"> • Shelley, M. (n.d.). Frankenstein (2022nd ed.). Deluxe hardbound edition. ISBN 13: 978-9354406287 • Williams, R. (1956). Science Fiction Studies. The Highway, 48. • Huxley, A. (2004). Brave new world. Vintage Classics. ISBN 13- 978-0099477464 • Padmanabhan, M. (2016). Harvest (Revised and Expanded Edition). Hachette India. ISBN 13: 978-9350095140 • Asimov, I. (2018). I robot. HarperVoyager. ISBN 13- 978-0008279554 • Dings, F. (n.d.). Letter to genetically engineered super humans. Poetry Foundation. https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39528 • Ghosh, A. (2009). The Calcutta Chromosome. Penguin India. ISBN 13- 978-0143066552 • Hodges, A. (2014). Alan Turing: The Engima. Vintage. ISBN 13- 978-1784700089 		
<p>Reference Books:</p> <ul style="list-style-type: none"> • Horn, Jeff, Leonard N. Rosenband, and Merritt Roe Smith, eds. Reconceptualising the Industrial Revolution. Cambridge MA: MIT Press, 2010. ISBN: 9780262515627. • Parrinder, Patrick (ed)- Science Fiction: A Critical Guide (1979), Longman Publishers, London & New York • Bould, Mark et al (ed)- The Routledge Companion to Science Fiction (2009), Routledge, London & New York • James, Edward & Mendelsohn, Farah. The Cambridge Companion to Science Fiction. Cambridge: CUP, 2003. • Singh, V. (2003, July). A Portrait of the Artist. Strange Horizons. Retrieved April 18, 2024 		
<p>E Sources -</p> <ul style="list-style-type: none"> • https://www.udemy.com/course/advanced-science-fiction-fantasy/?couponCode=ST14MT32124 • https://www.my-mooc.com/en/mooc/fantasysf/ • https://www.mooc-list.com/course/star-trek-inspiring-culture-and-technology-edx 		

MDM :	English Literature			Semester: V				
Course:	Contemporary Literature and Society			Code: BSH25MD03				
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
3	3	-	-	20	20	-	60	100

Prior Knowledge: Knowledge of English Language is essential.

Course Objectives:

This course aims at enabling students,

1. To get introduced to the historical and cultural context of contemporary English literature, including its genres, themes, and main authors
2. To acquaint themes of contemporary literature through the analysis of selected literary texts.
3. To use literature as a tool to expose social inequalities and address issues of gender inequality, social injustice, and discrimination
4. To explore the relationship between literature and society, focusing on how literary works reflect, critique, and engage with societal issues

Course Outcomes:

After learning the course, the students will be able to:

1. **Understand** recurring themes, genres, historical and cultural context in Contemporary English Literature. (BL 2)
2. **Identify** instances of identity exploration, self-discovery, and existentialism in literature. (BL 3)
3. **Apply** literary analysis techniques to interpret the theme of power and control through selected novels. (BL 3)
4. **Examine** the effectiveness of literature as a medium for raising awareness about gender inequality and advocating for social change. (BL 4)
5. **Practice** interdisciplinary thinking and engagement with diverse perspectives on contemporary issues. (BL 3)
6. **Illustrate** the symbolic representations of love, relationship and conflict within each narrative. (BL 4)

Detailed Syllabus:

Units	Description	Duration (Hrs)
I	<p>Introduction to Contemporary Literature and Society</p> <ul style="list-style-type: none"> • Overview of Contemporary English Literature with respect to its Historical and Cultural context • Other contemporary literary themes: Technology and Society, Mental Health, Globalization, The Environment Genre, themes and main authors of Contemporary English Literature • “The Hungry Tide” by Amitav Gosh : Relationship between literature and society 	8
II	<p>Themes of Identity, Self-Discovery and Existentialism</p> <ul style="list-style-type: none"> • “The Kite Runner” by Khaled Hosseini : Analyzing the themes of Identity • “The Journey” by Mary Oliver - Self Discovery 	7

III	<p>Theme of Power and Control (through multimedia)</p> <ul style="list-style-type: none"> • Exploring and analyzing the theme of power and control in contemporary literature using analysis techniques like allusion, imagery and metaphor. • “Lord of the Flies” by William Golding: Application of the theme of power and control. 	8
IV	<p>Using Literature to expose Social Inequality</p> <ul style="list-style-type: none"> • Studying the social issues of gender and class inequality in contemporary Indian society through literature: • Play: “Dance Like a Man” by Mahesh Dattani • Poem: “Purdah I & II” by Imtiaz Dharker 	7
V	<p>Reflection of Social Realities through Contemporary Works</p> <p>Exploring the Reflection of Social Realities in different settings through literature with reference to</p> <ul style="list-style-type: none"> • Novel: “A Fine Balance” by Rohinton Mistry • Poem: “An Introduction” by Kamala Das 	7
VI	<p>Theme of Love & Relationships</p> <p>Exploring the use of literary tools like symbolism to express love and relationships in:</p> <ul style="list-style-type: none"> • One act play: “Look Back in Anger” by John Osborne • Novel: “The Guide” by R. K. Narayan 	8
Total		45
<p>Text Books:</p> <ul style="list-style-type: none"> • Gosh, A. (2005). The Hungry Tide. Boston: Houghton Mifflin • Hosseini, K. (2003). The Kite Runner. Riverhead books. • Oliver, M. (1986). Dream Work. Atlantic Monthly Press. • Golding, W. (2003). Lord of the Flies. Penguin. • Dattani, M. (2013). Dance like a Man: A Stage Play (Penguin Petit). Penguin UK. • Dharker, I. (1997b). Postcards from God. Bloodaxe Books. • Rohinton Mistry. (2015). A Fine Balance (Shakti Batra, Ed.). Surjeet Publications. • Sharma, N. K. (2008). Kamala Das: Selected Poems. Unique Publishers. • Osborne, J. (2020). Look Back in Anger. Faber & Faber. • Narayan, R. K. (2017). The Guide. Indian Thought Publications 		
<p>Reference Books:</p> <ul style="list-style-type: none"> • Sanyal, L. (2006). Contemporary English Literature. Discovery Publishing House. • Chauhan, S. G. (2013). Indian English Literature: Contemporary Perspectives. Standard Publishers. 		
<p>E-Sources</p> <ul style="list-style-type: none"> • https://www.udemy.com/course/postmodernism/?couponCode=IND21PM • https://www.coursera.org/learn/modpo?action=enroll • https://onlinecourses.nptel.ac.in/noc23_hs108/preview • https://onlinecourses.swayam2.ac.in/cec23_lg04/preview 		

MDM :	English Literature				Semester: V			
Course:	Contemporary Literature and Society Lab				Code: BSH25MD04			
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	Oral	Total
				FA1	FA2			
1	-	2	-	-	-	50	-	50

Prior Knowledge: Knowledge of English Language is essential.

Course Objectives:

This course aims at enabling students;

- 1.To analyze critically various literary works while also providing practical exercises to enhance discussions, storytelling and presentation skills.
- 2.To explore various texts and their themes such as identity, power dynamics, social inequality, and relationships, relating them to real-world issues with the help of different activities.

Course Outcomes:

After learning the course, the students will be able to

- 1.**Apply** critical thinking, textual analysis, and interdisciplinary approaches to understanding the social significance of literature through practical exercises. (BL3)
- 2.**Infer** themes such as identity, power dynamics, social inequality, and relationships and apply it in the real world issues through various activities and project.(BL4)

Detailed Syllabus:

Lab Session	Suggested List of Activities
1	Presenting the theme “Contemporary” in different domains through an activity
2	Reading and Analyzing relationship between the literature and society. Critical analysis of the themes of the novel “The Hungry Tide” by Amitav Ghosh.
3	Encourage students to draw connections between the themes of the poem “The Journey” and their own lives. Character and its dilemma as presented in the novel: “The Kite Runner”
4	Analyzing the theme of power dynamics, leadership, and the role of tradition in modern society in the series “The Crown” Reading and character study of the novel “Lord of the Flies” by William Golding
5	Round table symposium on various social issues related to inequality in India. Power Point Presentation on various themes in the novel: “Dance Like a Man” by Mahesh Dattani
6	Project: Complete a survey to evaluate societal issues in your area and connect it to theme covered over the syllabus - Identity, Self Discovery, Existentialism, Power and Control, Social Inequality, Love and Relationship Write a newspaper article based on the survey that examines the consequences of this social stigma on people's personal lives and present it.
7	Play reading activity: “Look Back in Anger” by John Osborne Studying the character transformation of the protagonist in the novel “The Guide” by R. K. Narayan
8	Writing a new chapter or an alternate ending to any of the text studied. Creating a visual representation of a scene or theme (e.g., a storyboard, a collage). Composing a soundtrack or playlist that reflects the mood and themes of any of the text studied. Creating a short film adaptation of a scene.
Total	
30	

MDM :	English Literature					Semester: VI		
Course:	HSMC -Literary Classics					Code: BSH26MD05		
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme				
	Lecture	Practical	Tutorial	FA		TW	SA	Total
				FA1	FA2			
2	2	-	-	10	10	-	30	50
Prior Knowledge: Knowledge of English Language is essential.								
Course Objectives: This course aims at enabling students, <ol style="list-style-type: none"> 1. To encourage students to explore the intersection of literature and engineering. 2. To develop students' ability to critically analyse and interpret literary texts. 3. To explore ethical dilemmas, moral considerations and social implications associated with engineering practices and technological advancements depicted in literary classics. 								
Course Outcomes: After learning the course, the students will be able to <ol style="list-style-type: none"> 1. Understanding the impact of persuasive literature on individual belief and societal norms (BL2) 2. Examine the complexities of human experience to foster critical thinking (BL3) 3. Apply ethics, values and emotions, represented through literary text, in personal and professional life. (BL3) 4. Analysing the classical literature to promote creative thinking and to draw inspiration.(BL4) 								
"Knowledge Brings Freedom"								
Detailed Syllabus:								
Units	Description							Duration (Hrs)
I	Themes in Literature: Power, Revolution, and Ethical Leadership: Introduction to Literature and Literary Classics, Nature and Benefits, Influence, Language and Propaganda, Revolution. <ul style="list-style-type: none"> • “Animal Farm” by George Orwell: Revolution, Authoritarianism. 							7
II	Exploring Epic Narratives and Ideological Struggles: <ul style="list-style-type: none"> • “Atlas Shrugged” by Ayn Rand: Introduction, Nature, Revolutions and Science: facts and files, Knowledge and Values, Strike for productive geniuses. • “Ode to Psyche” by John Keats 							7

III	<p>Poetic Perspectives: Reflection, Empathy, and Societal Commentary:</p> <ul style="list-style-type: none"> ● “The World is Too Much with Us” by William Wordsworth : Self-Reflection and Personal Growth ● “The Rime of The Ancient Mariner” by S.T. Coleridge: Empathy and Emotional Intelligence, Ethical Awareness and Moral Development ● “Ode to a Nightingale” John Keats: Cultural and Societal Awareness. 	8
IV	<p>Exploring 19th Century Narratives</p> <ul style="list-style-type: none"> ● 19th Century Classics “Lajja” by Taslima Nasreen ● “The Looking Glass” by Kamla Das 	8
Total		30
<p>Text Books</p> <ul style="list-style-type: none"> ● Euripides. & Murray, Gilbert. : <i>The Medea of Euripides</i> (1906), tr.New York, Oxford University Press, American Branch, 1906. ● George Orwell: <i>Animal Farm</i>; 1st Edition - Soft cover - Penguin Book, 1945. ● Ayn, Rand.: <i>Atlas Shrugged</i>, Penguin Classics, 1957. ● Homer. : <i>The Odyssey</i>- Maple Classics, 1614. ● Lamare, Shobhan N. : <i>Reflection- A Collection of Poems</i>- Penguin Book, 2011. ● Wordsworth, William. : <i>The World is Too Much with Us</i> - Penguin Random House India-2012 ● S.T.Coleridge.: <i>The Rime of The Ancient Mariner & Other Poems</i>, Penguin Book- 2020 ● John, Keats.: <i>Ode To A Nightingale</i> -Penguin Book-2011 ● Issac, Asimov.: <i>Short-Story Collection</i>- Penguin Book-2017 ● Andy Weir” <i>The Martian</i>, Penguin Book, 2011. 		
<p>Reference Books:</p> <ul style="list-style-type: none"> ● Rodden, John. “Appreciating <i>Animal Farm</i> in the New Millennium.” <i>Modern Age</i> 45.1 (2003): 67–76 ● Orwell, George. <i>Animal Farm</i> and 1984. Introduction by Christopher Hitchens. New York: Harcourt, 2003. Print. 		
<p>E Resources:</p> <ul style="list-style-type: none"> ● https://images.app.goo.gl/WrPZ56rRyFBFsF2G7 ● https://images.app.goo.gl/kXMYahW2fV9XXAdM8 ● https://issuu.com/jgarlits/docs/euripides_the_plays_clean_copy ● https://en.wikipedia.org/wiki/Odyssey ● https://www.poetryfoundation.org/poems/45564/the-world-is-too-much-with-us ● https://en.wikipedia.org/wiki/Ode_to_a_Nightingale ● https://en.wikipedia.org/wiki/Robbie_(short_story) ● https://en.wikipedia.org/wiki/Frankenstein 		

MDM :	English Literature			Semester: VII			
Course:	Exploring Literature Independently			Code: BSH27MD06			
Credit	Teaching Scheme (Hrs./Week)			Evaluation Scheme			
	Lecture	Practical	Tutorial	TW	Oral	Practical/ Project	Total
4	-	8	-	100	50	-	150

Prior Knowledge: Knowledge of English Language is essential.

Course Objectives:

This course aims at enabling students,

1. To gain an understanding of the various perspectives and methodologies of literary analysis
2. To develop advanced critical thinking skills by applying literary criticism to various digital platforms

Course Outcomes:

After learning the course, the students will be able to:

1. **Understand** the scope of literary analysis and the various perspectives used for it. (BL2)
2. **Comprehend** the role of author perspective in textual analysis. (BL2)
3. **Apply** methods of literary analysis to study how cinematic techniques influence the interpretation of technological themes in literature. (BL3)
4. **Analyze** the impact of digital humanities on literary texts (BL4)
5. **Evaluate** the digital propaganda behind popular virtual reality applications like video games (BL5)

Detailed Syllabus:

Units	Description	Duration (Hrs)
1	Discuss how themes, characters, narrative techniques, and the cultural and historical context of the piece affect the text. Incorporate literary criticism and scholarly research to broaden understanding of the text.	12
2	Guidance on Project 1 - Choose a significant work of literature and conduct a comprehensive analysis focussing on the points mentioned above.	12
3	Discuss how author perspective can be studied in terms of life, literary works, and influence, with the help of author biographies as case study.	12
4	Guidance on Project 2 - Students can pick an author of their choice and analyze recurring themes, stylistic elements, and the author's cultural and historical context. Preferably explore lesser-known works or aspects of the author's life.	12
5	Analyze how technology is depicted in film adaptations of literary works. Select a novel or play and compare how it is represented in film adaptations versus original text.	12

6	Guidance on Project 3 - Select a novel or play and compare its portrayal in film adaptations, exploring how cinematic techniques and special effects influence the interpretation of technological themes in literature.	12
7	Introduction to methods of discourse analysis; students to represent data explained in a detailed concept map; methods of analyzing literary texts - sentiment analysis, text mining, or natural language processing	12
8	Guidance on Project 4 - Explore how a digital platform could incorporate interactive features for users to explore and engage with the literature	12
9	Introduction to video game mythology; Analysis of mythic elements in popular video game franchises, The potential of virtual reality in mythological storytelling, mythologization of technology and digital propaganda.	12
10	Guidance on Project 5 -Study the mythologization of technology to analyze the digital propaganda behind popular virtual reality applications like video games and the like. Explore the intersection of literature and game design by creating a narrative-driven video game or interactive story	12
Total		120

Suggested Projects:

These are suggested projects. Course teacher can assign other projects to students.

- **Literary Analysis of a Novel or Play:** Choose a significant work of literature and conduct a comprehensive analysis, They can focus on themes, characters, narrative techniques, or the cultural and historical context of the piece and incorporate literary criticism and scholarly research to deepen their analysis
- **Author Study:** Select an author whose works they admire or find intriguing and delve into a comprehensive study of their life, literary works, and influence. Analyze recurring themes, stylistic elements, and the author's cultural and historical context. Preferably explore lesser-known works or aspects of the author's life.
- **Literature and Technology in Film Adaptations:** This project could involve analyzing how technology is depicted in film adaptations of literary works. Select a novel or play and compare its portrayal of technology with how it's represented in film adaptations. Explore how cinematic techniques and special effects influence the interpretation of technological themes in literature.
- **Digital Humanities Project:** Develop a digital platform or application that analyzes and visualizes literary texts. This could involve sentiment analysis, text mining, or natural language processing techniques to uncover patterns, themes, and emotions within the text. The project could also incorporate interactive features for users to explore and engage with the literature in new ways
- **Literature and Game Design:** Explore the intersection of literature and game design by creating a narrative-driven video game or interactive story

Text Books:

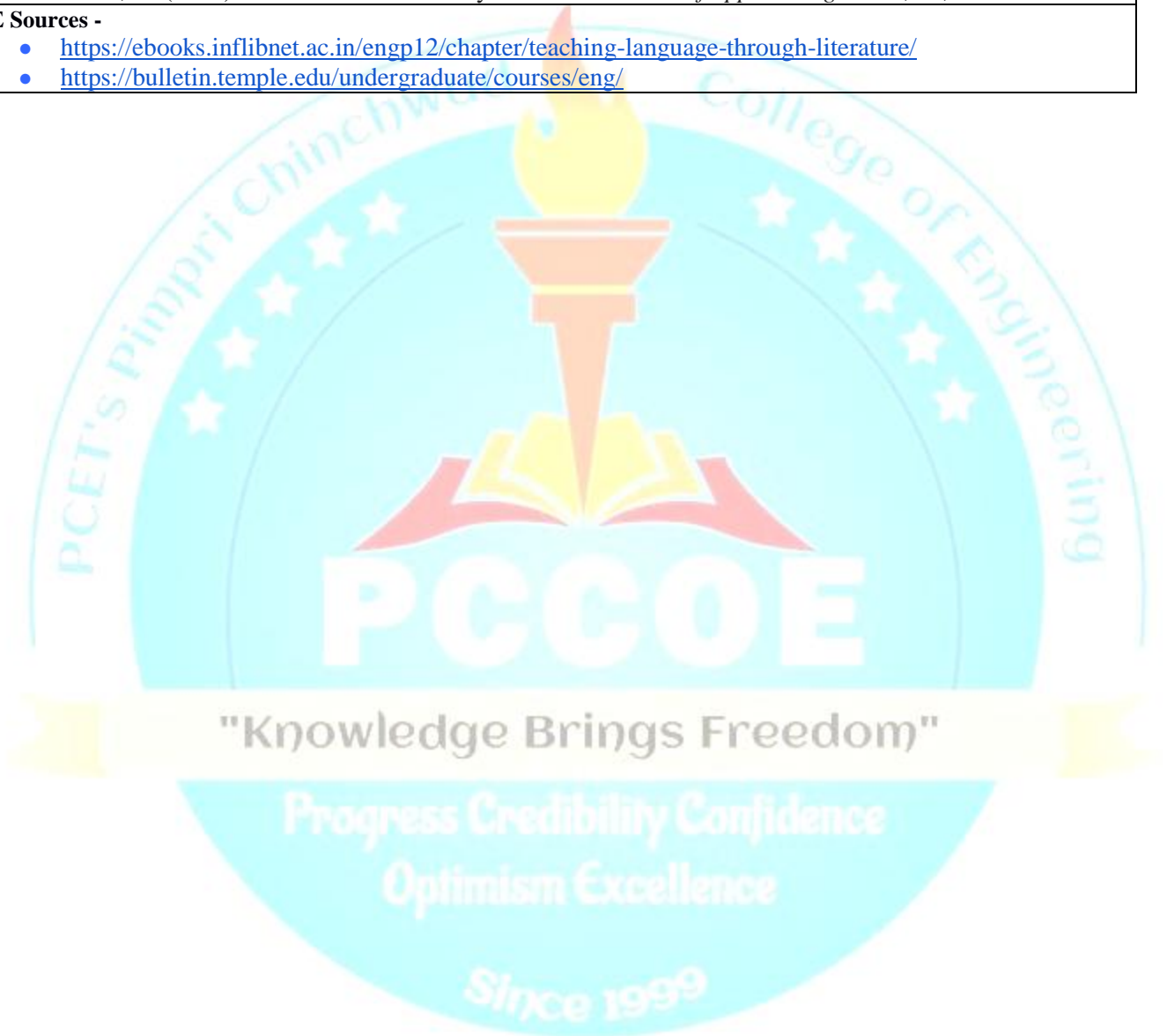
- Bove, P. A. (1992). *Mastering Discourse: The Politics of Intellectual Culture*. In *Google Books* https://books.google.co.in/books/about/Mastering_Discourse.html?id=UqkKzweEACAAJ&redir_esc=y

Reference Books

- Gee, J. (1991). Socio-cultural approaches to literacy (literacies). *Annual review of applied linguistics*, 12, 31-48.
- San Nicolás Romera, C., Nicolás Ojeda, M. Á., & Ros Velasco, J. (2018). Video games set in the middle ages: Time spans, plots, and genres. *Games and Culture*, 13(5), 521-542.
- Kress, G. (1990). Critical discourse analysis. *Annual review of applied linguistics*, 11, 84-99.

E Sources -

- <https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/>
- <https://bulletin.temple.edu/undergraduate/courses/eng/>



Annexure-I

Sr. No.	Course Code	Course Title	Course Credit	Semester	Total Marks	Total Hours
1	BSH23MD01	Introduction to English Literature (IEL)	2	III	50	30
2	BSH24MD02	Science Fiction and Technology in Literature (SFTL)	2	IV	50	30
3	BSH25MD03	Contemporary Literature and Society (CTS)	3	V	100	45
4	BSH25MD04	Contemporary Literature and Society Lab	1	V	50	30
5	BSH26MD05	Literary Classics (LS)	2	VI	50	30
6	BSH27MD06	Exploring Literature Independently (ELI)	4	VII	150	120

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Department of Applied Sciences and Humanities

Vision

To provide value-added quality education that promotes essential technical skills, critical-thinking, communication skills and human values to make impactful contributions to the society.

Mission

Being a student-centric department, our mission is –

1. To develop a strong base of engineering sciences through innovative and experiential learning.
2. To provide excellent harmony of conducive environment and moral support for joyful learning.
3. To strive for overall development of students by providing the right platform to nurture all personality traits.
4. To create research attitude and endeavour innovation, creativity.

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