

Sem. - II

AsPerNEP2020

University of Mumbai



UG First Year (English)
Title of the Course: Introduction to
Literatures in English- II

Syllabus for Four Credit Course
(Major Mandatory)

Semester – Sem II

From the academic year- 2024-25

Name of the Course: Introduction to Literatures in English- II

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<p>The vision outlined in the National Education Policy (NEP) of 2020 presents an invaluable opportunity to furnish students with a clear and purposeful direction. In alignment with the NEP 2020 objectives, this literature-centric program is strategically crafted to cultivate both aesthetic sensibilities and critical perspectives, complemented by an in-depth appreciation of literary works.</p> <p>This course has been designed to afford learners a comprehensive exposure to a diverse array of short stories and essays in English transcending cultural and national boundaries. Its overarching aim is to serve as a crucial catalyst in arming students with the cognitive tools necessary for creative and critical thinking, achieved through the nuanced exploration of creative expression. By engaging with a rich variety of short stories and essays, students will not only traverse varied narratives but will also be prompted to develop analytical skills indispensable for navigating the complexities inherent in literary discourse. The course stands as an essential stride towards fostering a cohort of learners adept at thinking both creatively and critically, underpinned by a profound engagement with the nuanced artistry of the prose selection.</p>
2	Vertical:	Major (Mandatory)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: <ol style="list-style-type: none"> To enable learners to identify and differentiate various forms of short stories and essays. To enable learners, analyze the structural elements and conventions associated with different short stories and essays; To enhance written and oral communication skills through the articulation of thoughtful analyses and interpretations of short stories and essays; To develop research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific short stories and essays 	
8	Course Outcomes: After studying the course students will be <ol style="list-style-type: none"> Identify and differentiate various forms of short stories and essays. Analyze the structural elements and conventions associated with different forms of short stories and essays Exhibit enhanced written and oral communication skills through the articulation of thoughtful analyses and interpretations of short stories and essays. Demonstrate research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific texts. 	

9	Modules:-
	Module1:Short Stories from the West (15 Lectures)
	<ul style="list-style-type: none"> • O. Henry: “The Last Leaf” • Anton Chekhov: " What Men Live By" • Roald Dahl: “Lamb to the Slaughter”
	Module2:Short Stories from the East (15 Lectures)
	<ul style="list-style-type: none"> • Rabindranath Tagore, “The Hungry Stones” • Vilas Sarang: "A Revolt of the Gods” (from Fair Tree of the Void. Penguin Books (India) Ltd. New Delhi, 1990. • Mridula Koshy: “The Good Mother” (from <i>If it is Sweet</i>, Tranquebar Press, 2009)
	Module3:Essays (15 Lectures)
10	<ul style="list-style-type: none"> • Francis Bacon, “Of Studies” • Charles Lamb, “The Superannuated Man” • Rebecca Solnit, “Men Explain Things to Me”
	Module4:Essays (15 Lectures)
	<ul style="list-style-type: none"> • Shobha De: From “Speedpost”: “Dear Arundhati” Aug’99 and “Dear Aditya” June ‘99 • Subroto Bagchi : From Go kiss the world: “Learning to Listen” (p. 145-150) • Sudha Murthy, “Three Thousand Stitches”
	TextBooks: (If applicable)

11	ReferenceBooks: <ul style="list-style-type: none">• <i>Anthology of New Writing: Select Short Stories By Women Writers</i>. Ed. Shireen Quadri. Niyogi Books.• <i>Nineteenth-Century Short Stories by Women: A Routledge Anthology</i>. Ed. Harriet Devine Jump. 1998.• Abrams, M.H. <i>Glossary of Literary Terms</i>. India, Macmillan Publishers, 2000.• Auger, Peter. <i>The Anthem Glossary of Literary Terms and Theory</i>, India, Anthem Press, 2011.• Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). <i>The Edinburgh Introduction to Studying Literature</i>. Edinburgh: Edinburgh University Press, 2010.• <i>The Norton Anthology of Short Fiction</i>. Eighth edition. Ed. Richard Bausch.	
12	InternalContinuousAssessment:40%	SemesterEndExamination:60%
13	Continuous Evaluation through: <ul style="list-style-type: none">• Classroom Participation:10 Marks• Class Test: 10 Marks• Presentation: 10 Marks• Assignment: 10 Marks	
14	Format of Question Paper: for the final examination Question 1: Fill in the Blanks/Multiple Choice (All 4 Modules): 12 Marks Question 2: Essay Type 01 out of 2 (Module 1) : 12 Marks Question 3: Essay Type 01 out of 2 (Module 2) : 12 Marks Question 4: Essay Type 01 out of 2 (Module 3) : 12 Marks Question 5: Short notes 02 out of 3 (Module 4) : 12 Marks	

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UG First Year (English)
Title of the Course:
Background to Short Story &
Essay in English

Syllabus for Two Credit Course
(Major Mandatory)

Semester – Sem II
From the academic year- 2024-25

Name of the Course: Background to Short Story & Essay in English

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	In the expansive landscape of literary expression, short stories and essays emerge as powerful vehicles of thought, encapsulating the complexities of human experience in concise yet profound narratives. This course on the background to short story and essay serves as a pivotal exploration into the foundational elements and diverse types that define these literary forms in English. Acting as a companion to our detailed study of select short stories and essays from the East and West, this course provides a comprehensive understanding of the historical, cultural, and linguistic underpinnings that shape these genres.
2	Vertical:	Major Mandatory
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) <ol style="list-style-type: none"> 1. To acquaint the learners to the different elements of short story & essay 2. To familiarize them with various types of short story & essay 3. To enable them to understand various nuances of short story and essay 	
8	Course Outcomes: (List some of the course outcomes) <ol style="list-style-type: none"> 1. The learners will be able to understand different elements of short story & essay 2. They will get familiarized with various types of short story & essay 3. They will be capable of understanding various nuances of short story and essay 	

9	Modules: -	
	Module 1: Elements of Short Story & Essay	
	1. Plot and Character 2. Themes and Language 3. Time and Setting 4. Styles and Techniques 5. Point of View and Conflict	
	Module 2: History and Types of Short Story & Essay	
	1. History of Short Story 2. History of Essay 3. Types of Short Story 4. Types of Essay	
10	Text Books: (If applicable): Not applicable	
11	Reference Books: Everett, Edward, and Fredrick Thomas Dawson. <i>The Elements of the Short Story</i> . 1915. H. Wendell Smith. <i>Elements of the Essay</i> . 1979. Edwin Beresford Chancellor. <i>Literary Types</i> . 1895. Haiman, Ella. <i>Various Types of the Short Story for Use in First-Year High School</i> . 1922. Harper, Sue, and Douglas Hilker. <i>Elements of Essays</i> . 2012. Heydrick, Benjamin A. <i>Types of the Essay</i> ,. New York, Chicago C. Scribner's Sons, 1921. Heydrick, Benjamin A. <i>Types of the Short Story</i> . 17 June 2016. Heydrick, Benjamin A. <i>Types of the Short Story</i> . Forgotten Books, 17 Sept. 2017. Jackovino, JoAnn. <i>Elements of Story Writing</i> . CreateSpace, 19 Mar. 2015.	
12	Internal Continuous Assessment: 40%	Semester End Examination : 60%
13	Continuous Evaluation through: Class Test/ Assignment: 10 Marks Presentation: 05 Marks Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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**UG First Year (English)
Title of the Course
Creative Writing II**

**Syllabus for Two Credit Course
(Vocational Skill Course)**

Semester – Sem II

From the academic year- 2024-25

Name of the Course: Creative Writing II

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	The Course in Creative Writing-II introduces the foundations of writing fiction and drama in English. It aims at imparting the key concepts of fiction and drama writing and shaping the beginner's mind into the professional writer's mind. Thus, the course will provide the basics of creative writing such as pre-writing stage to writing process such as finding themes, targeting audience/reader, writing synopsis, episodes/scenes, conversation/dialogues and developing characters and story so as to make the aspiring and budding writers succeed in the field of fiction and drama writing.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To acquaint the learners with the basics of creative writing including the art, the craft and the skills 2. To explain the differences in writing for various literary forms (fiction and drama). 3. To help learners understand the principles of creative writing and the distinction among the literary genres in fiction and drama. 4. To enable learners to put into practice the various forms of creative writing.
8	Course Outcomes:	<p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the basics of creative writing including the art, the craft and the skills 2. Explain the differences in writing for various literary forms of fiction and drama. 3. Understand the principles of creative writing and the distinction among the literary genres of fiction and drama 4. iv. Put into practice the various forms of creative writing in fiction and drama.

9	Modules: -
	Module 1: (15 Lectures)
	<p>A) Elements and Forms</p> <ul style="list-style-type: none"> Plot, Setting, Character, Dialogue, Point of View, stage directions, dramatic and theatrical techniques Fiction: Anecdotes, fables, short story, novella, and novel Drama: Skit, One Act Play, Full Length Play, Radio Play <p>B) Process of Writing Drama and Fiction</p> <ul style="list-style-type: none"> Thinking /Pre-writing Stage:- Theme Hunting, Finding a Spark, Selection of Subject and Target Audience/Reader. Writing /Creative Stage (Drama):- One Liner, Synopsis, Scenes and Acts, Dialogue Writing, Stage Direction Writing, Development of the Scenes into a Play Writing /Creative Stage (Fiction): Brainstorming, developing characters, decision on a point of view, outline, decision on the ending part
10	Module 2: (15 Lectures)
	<p>A) Writing Drama:</p> <ul style="list-style-type: none"> Skit One Act Play Full Length Play Radio Play <p>B) Writing Fiction</p> <ul style="list-style-type: none"> Anecdotes Fables Short story Novella Novel
10	Text Books: NA

11	References: <ul style="list-style-type: none"> • Abrams, M.H. <i>Glossary of Literary Terms</i>. Boston: Wadsworth Publishing Company, 2005. • Atwood, Margaret. <i>Negotiating with the Dead: A Writer on Writing</i>. Cambridge: CUP, 2002. • Bell, James Scott. <i>How to Write Dazzling Dialogue</i>. CA: Compendium Press, 2014. • Bell, Julia and Magrs, Paul. <i>The Creative Writing Course-Book</i>. London: Macmillan, 2001. • Clark, Roy Peter. <i>Writing Tools</i>. US: Brown and Company, 2008. • Earnshaw, Steven (Ed). <i>The Handbook of Creative Writing</i>. Edinburgh: EUP, 2007. • Goldberg, Natalie. <i>Writing Down the Bones</i>. Boston and London: Shambhala, 1986. • Sartre, Jean-Paul. <i>What Is Literature? And Other Essays</i>. Harvard: Harvard Univ. Press, 1988. • Show, Mark. <i>Successful Writing for Design, Advertising and Marketing</i>. New York: Laurence King, 2012. • Strunk, William and White, E. B. <i>The Elements of Style</i>. London: Longman, 1999. • Ueland, Brenda. <i>If You Want to Write</i>. India: General Press, 2019. • Zinsser, William. <i>On Writing Well</i>. New York: Harper Collins, 2006. 						
12	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Internal Continuous Assessment: 40%</td> <td style="width: 40%; padding: 5px; text-align: center;">Semester End Examination: 60%</td> </tr> </table>	Internal Continuous Assessment: 40%	Semester End Examination: 60%				
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13	Continuous Evaluation through: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">i. Classroom Participation:</td> <td style="width: 40%; text-align: right;">05 marks</td> </tr> <tr> <td>ii. Writing a piece of anecdote / short story with commentary on the written text as well as the creative experience:</td> <td style="text-align: right;">10 marks</td> </tr> <tr> <td>iii. Reading the creative work and Viva voce:</td> <td style="text-align: right;">05 marks</td> </tr> </table>	i. Classroom Participation:	05 marks	ii. Writing a piece of anecdote / short story with commentary on the written text as well as the creative experience:	10 marks	iii. Reading the creative work and Viva voce:	05 marks
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ii. Writing a piece of anecdote / short story with commentary on the written text as well as the creative experience:	10 marks						
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14	Format of Question Paper: for the final examination <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II</td> <td style="width: 30%; text-align: right;">20 marks</td> </tr> <tr> <td>Q.2. Practical Question (Writing an anecdote/short story/ a piece of dialogue based on any one out of three topics)</td> <td style="text-align: right;">10 marks</td> </tr> </table>	Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II	20 marks	Q.2. Practical Question (Writing an anecdote/short story/ a piece of dialogue based on any one out of three topics)	10 marks		
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University of Mumbai



**UG First Year (English)
Title of the Course
English at Workplace**

**Syllabus for Two Credit Course
(Skill Enhancement Course)**

Semester – Sem II

From the academic year- 2024-25

Name of the Course: English At Workplace

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	English is a major language for business and trade around the world. It unites people and companies from different backgrounds, countries and languages and allows them to communicate effectively. That's why English at workplace becomes a crucial study for individuals who need these skills to interact in a business environment, thereby increasing their employability index learners in the corporate and public sectors. This include learning key vocabulary and phrases with accurate pronunciations used in professional settings, and mastering professional writing skills. Writing a CV or learners a résumé, applying for a job, preparing for interviews, and displaying business etiquettes are also prerequisite skills when one ventures into the job market. It is with this backdrop that the course, <i>English at Workplace</i> is designed. This course aims at increasing the learner's employability index by providing them with the required inputs to be employed in a corporate firm or in any local, national or international business organization.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To train learners in communicating accurately and confidently in a workplace set up; 2. To enable learners, enrich their pronunciation, vocabulary, and grammar 3. To enable learners to participate effectively and efficiently in workplace speech situations 4. To help learners develop business writing skills 	
8	Course Outcomes: CO 1: Learners will be able to use English required at workplace with accuracy and fluency CO 2: Learners will have an improved pronunciation, vocabulary and grammar. CO 3: Learners will demonstrate the ability to communicate effectively in situations including meetings, negotiations, telephoning skills, presentations etc. CO 4: Learners will be able to write effective emails, agendas, reports, formal letters etc.	

9	Modules: -
	Module 1: Section A: Mending One's Language a. Pronunciation: Neutralizing accent, Stress & Intonation, Pronouncing words of foreign origin, Enunciation b. Vocabulary: Profession specific diction, Collocations, Usage, Strategies, tools and techniques to enrich professional diction c. Grammar: Common Errors at sentence level, Discourse Errors Section B: Presenting and Representing a. Elevator Pitch b. Conducting and participating in Meetings Purpose & Significance of meetings in corporate communication Presenting and responding to ideas in a business meeting c. Briefings Organising a team briefing Presenting/ managing the team briefing d. Conferences and Seminars Purpose Significance of conferences in corporate communication Conducting a business conference/Seminar Module 2: Section A: Writing Professionally <ul style="list-style-type: none"> • Eliminating Indianisms and Jargon in Professional Writing • Correspondence for Meetings: Drafting Notices, Agendas, Minutes and Resolutions • Writing Professional Reports, Crafting Proposals that Work Section B: Tactful and Diplomatic Communication <ul style="list-style-type: none"> • The Art of saying 'NO' • Using Unbiased/Impartial language • Delivering 'bad news' with tact • Writing negative emails • Communicating Business ethics
10	Text Books: NA
11	References: <ul style="list-style-type: none"> • Barns, Lucas. ESL Business English: The Essential Guide to Business English Communication. 2015 • Barduhn, Susan and Tim Bowen. English for Everyone: Business English Course Book. DK Publishing, 2017. • Bennet, Andrew. 25 Business Stories: A Practical Guide for English Learners. Merriam Webster, 2008. • Boobyer, Victoria, et al. English for Everyone: Business English Course Book. Dorling Kindersley Ltd., 2019. • Brook-Hart, Guy. Business Benchmark Upper Intermediate Business Vantage Student's Book. Cambridge University Press, 2013. • Canavor, Natalie. Business Writing Today: A Practical Guide. 3 rd ed., Sage Publications, 2019. • Cordell, Jane. Cambridge Business English Activities. Cambridge UP, 2000. • Davidson, George. Learners' Companion to English Vocabulary. Learners Publishing Pte Ltd., 2003. • Franklin Executive Vocabulary for Effective Communication: 2180 Most Common

	<p>Words for Business Communication by Franklin Vocab System. 2014.</p> <ul style="list-style-type: none"> • Mascull, Bill. Business English Vocabulary in Use. Cambridge UP, 2004. • Mehra, Shital Kakkar. Business Etiquette: A Guide for the Indian Professional. HarperCollins, 2012. • Oxford Business English Dictionary for Learners of English. Edt. Dilys Parkinson & Joseph Noble. Oxford University Press, 2005. • Parkinson, Dylis. Oxford Business English Dictionary: for Learners of English. Oxford UP, 2008. • Raman, Meenakshi, and Sangeeta Sharma. Professional English. OUP, 2019. • Truss, Lynne. Eats, shoots and leaves: the zero-tolerance approach to punctuation. Fourth Estate, 2009. • Whitby, Norman. Business Benchmark Pre-intermediate to Intermediate Business Preliminary Student's Book. Cambridge University Press, 2013. • Williams, Erica. Presentations in English: Find your voice as a presenter. Macmillan, 2008. • https://play.google.com/store/apps/details?id=in.softecks.businesswriting • https://www.businessenglishpod.com/ (It is truly fantastic! It offers audio lessons where each audio has real-world interactions and conversations in mind, with plenty of different • https://www.businessenglishpod.com/ • https://learnenglish.britishcouncil.org/business-english • https://www.engvid.com/topic/business-english/ • https://businessenglishsite.com/ • http://www.bbc.co.uk/ 	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through:</p> <p>Classroom Participation: 05 Marks</p> <p>Assignment: 10 Marks</p> <p>Presentation: 05 Marks</p>	
14	<p>Format of Question Paper: for the final examination</p> <p>Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks</p> <p>Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks</p> <p>Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks</p>	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Justification for B.A. (English)

1.	Necessity for starting the course:	<p>The National education policy 2020 has a vision and philosophy that aims at the holistic development of students and preparing them for a better personal, social and professional career. The B.A. (English) is a specialized advanced programme that is designed by inculcating the guidelines of the NEP 2020 so that the students coming to University of Mumbai in search of better learning experience in the diverse areas of English language, literature and culture benefit. Keeping in mind the immense popularity of English language as well as literatures written and translated in English at national and global level, this programme will address the educational needs of these students. The number of speakers and users of English language and literature is constantly increasing due to the advancements in the areas of internet that are using English as the primary medium. The globalized world has become a small village, where people having diverse cultural backgrounds and following their social and religious customs and traditions but in most cases using English as the means of their social and professional communication. Taking into account this global phenomenon of catering this diverse group of English users, the Bachelor of Arts (English) programme is a golden opportunity for all of them as it will help them to understand these cultures with the help of the literatures written in English and also translated in English from different languages of the world. The students of this programme will get trained to critically appreciate different literary genres from ancient to the present times in addition to inculcate in them human values related to ethical behaviour and inclusiveness with respect to gender, language, nationality, caste and colour.</p>
2.	Whether the UGC has recommended the course:	<p>UGC has given guidelines for introduction of career oriented courses. (https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref: https://www.ugc.ac.in/faq.aspx). However, u/s 5(16) under Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations</p>

		leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.
3.	Whether all the courses have commenced from the academic year 2023-24	The above degree programme recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2024-2025.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	This degree programme is for all the colleges affiliated to University of Mumbai that are required to comply with the norms laid down as above.
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	The duration of the B.A (English) degree programme is Minimum 3 years (6 semesters) for regular and 4 years (8 semesters) for Honours and Honours with Research and maximum 5 years (ten semesters).
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120
7.	Opportunities of Employability / Employment available after undertaking these courses:	<ul style="list-style-type: none"> • Humanities research & development services based in India and abroad • Research Associate/Project head at the governmental and/or Non-governmental organizations at national and international level • Academic faculty at a state/central university • Free lancing Language Consultant • Publishing/Media Industry

Sign of BOS Chairman
Prof. Dr. Shivaji Sargar
Board of Studies in
English

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Associate Dean
Dr. Suchitra Naik
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Humanities